

DOCUMENT RESUME

ED 214 031

CE 031 981

TITLE Texas Driver and Traffic Safety Education Teacher Preparation Guide.
INSTITUTION Texas Education Agency, Austin. Div. of Curriculum Development.
PUB DATE 82
NOTE 221p.
EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Accident Prevention; Alcohol Education; Behavioral Objectives; Competence; Course Descriptions; *Curriculum Development; Disabilities; *Driver Education; Drug Abuse; Guidelines; Higher Education; Instructional Materials; Learning Activities; Motor Vehicles; Resources; *Safety Education; Secondary Education; *Teacher Education; *Teaching Methods; Traffic Accidents; *Traffic Safety

ABSTRACT

This guide contains detailed descriptions of four university courses designed to give basic driver and traffic safety education preparation to prospective driver education teachers. The basic courses are as follows: Safety Education (general safety education concepts with emphasis on nontraffic areas); Driver and Traffic Safety Education I (instruction in the concepts and procedures to instruct the classroom and on-street phases of driver education); Driver and Traffic Safety Education II (practicum in classroom and on-street instructional experiences with high school driver education students); and Driver and Traffic Safety Education III (theory and practice simulation, multiple-car, and other off-street laboratory phases of driver education as well as principles for administering multiphase programs). Also provided are brief descriptions of nine additional courses useful for driver education teachers. Topics of these courses include the highway transportation system; alcohol, drugs, and traffic safety; motorcycle education; driver education for the handicapped; emergency care of the injured; psychology of accident prevention; traffic law enforcement; and traffic and highway engineering principles. Each of the four basic courses described contains lists of competencies, resources, course content related to individual competencies, and suggested learning activities. Also provided are bibliographies for each of the four courses. (MN)

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TEXAS DRIVER AND TRAFFIC SAFETY EDUCATION TEACHER PREPARATION GUIDE

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(67th Legislature, 1st Called Session)**

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TEXAS EDUCATION AGENCY

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FOREWORD

In a nation where more than 50,000 people annually are killed in traffic accidents, the need for traffic safety education is obvious. In response to the need, there are more than 2,500 teachers in Texas teaching driver education in more than 800 school districts. More than 160,000 students receive driver education each year.

The curriculum for driver education in Texas schools is comprehensively designed, and in more than 50 percent of the programs, driving simulators and other sophisticated educational techniques are employed.

To support the driver education curriculum in public schools, teacher education programs in colleges and universities must prepare teachers to effectively present the curriculum.

This guide was developed for use with university classes. It is designed to provide assistance in the development of effective and pertinent courses for driver education teacher preparation.

The guide was written by a committee of university instructors and represents the best concepts and techniques developed by committee members throughout their experiences in the field.

Raymon L. Bynum
Commissioner of Education

ACKNOWLEDGMENTS

This guide was developed by the Texas A&M University Safety Education Program (Industrial Education Department) for the Texas Education Agency. Appreciation is extended to the following persons for their contributions to the project.

Maurice E. Dennis, project director - Texas A&M University
Willis Vallet, project coordinator - University of Wisconsin
Selden Becker, research assistant - Texas A&M University
Paul Shaw, research assistant - Texas A&M University
Richard W. Bishop, advisory committee - Florida State University
Roy Moss, advisory committee - Sam Houston State University
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The following persons participated in the initial workshop at which the first draft of the guide was developed:

Ken Bahnsen - North Texas State University
Don Flatt - Mid Western University
Meredith Gibson - Texas A&M University
Charles Grimland - Stephen F. Austin University
Ronnie Hunt - Texas A&I
Eugene Jackson - Prairie View A&M University
Ken Morgan - East Texas State University
Eural Ramsey - West Texas State University
Marvin Reichle - Houston University

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INTRODUCTION

This guide contains detailed descriptions of four university courses designed to give basic driver and traffic safety education preparation to prospective driver education teachers. The basic courses are as follows:

- Safety Education (three hours)--general safety education concepts with emphasis on nontraffic areas
- Driver and Traffic Safety Education I (three hours)--instruction in the concepts and procedures to instruct the classroom and on-street phases of driver education
- Driver and Traffic Safety Education II (three hours)--practicum in classroom and on-street instructional experiences with high school driver education students
- Driver and Traffic Safety Education III (three hours)--theory and practicum in simulation, multiple car, and other off-street laboratory phases of driver education. In addition, principles for administration of multiphase programs are included.

The publication also contains brief descriptions of additional courses that would be of benefit to driver education teachers. These courses are:

- | | |
|--|--|
| • The Highway Transportation System | • Emergency Care of the Injured |
| • Alcohol, Drugs, and Traffic Safety | • Psychology of Accident Prevention |
| • Motorcycle Education | • Traffic Law Enforcement |
| • Driver Education for the Handicapped | • Traffic and Highway Engineering Principles |
| • Advanced Driving Maneuvers | |

GUIDE FORMAT

Each of the four basic courses described in this publication contains information as follows:

COMPETENCY -- A number of desired abilities stated in performance terms. The achievement of these competencies should indicate the prospective driver education teacher has attained minimum entry-level performance to teach driver education.

RESOURCES --- A list of printed and audiovisual aids that may be used as reference sources. The prime resources are listed immediately following each competency. Secondary resources may be found in the bibliography for each course.

CONTENT ----- Basic information, concepts, and principles related to the competencies provided in outline form.

LEARNING

ACTIVITIES -- Experiences that may be used to develop the desired student behavior. While sample activities are given for each competency, they are not intended to be a complete list of all the possible activities that might be used. Instructors should seek to develop additional experiences to meet the needs.

DESCRIPTIONS OF BASIC COURSES

SAFETY EDUCATION

Course Description

Safety Education traces the history of the early safety movement with a review of the total safety program including the areas of traffic, school, occupations, home, farm, recreation, fire, and disaster. These and other areas are examined with emphasis on the role of organizations.

The purpose of the Safety Education course is to develop general safety education competencies in prospective driver and traffic safety education teachers. As the driver education teacher may also be charged with the general safety education program of the school, it is important that he or she receive instruction in safety education concepts in addition to driver education concepts. This course includes concepts in the following areas:

The total accident problem
Analysis of accident data
Accident causation theories
Accident prevention approaches
Organization for management of a school
safety program
Accident problems in the home

Fire prevention programs
Farm safety
Federal safety programs
Recreational safety
Bicycle safety
School and playground safety
Student transportation safety

Competency

1. Identify the moral, economic, and social consequences associated with the accident problem.

Resources

Primary: Worick, W.W. Safety Education: Man, His Machines and His Environment. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Florio, A.E.; Alles, W.F.; and Stafford, G.T. Safety Education, 4th Edition. New York: McGraw-Hill, 1979.

Morz, J.H. Safety in Everyday Living. Memphis: Brown Co., 1978.

Secondary: (See Bibliography, page 136, Item 23.)

Content

Learning Activities

Accident problem

Students will:

Injury and death toll

- Work in groups of four to six to prepare 15-minute reports providing that accidents are a major social problem.

Economic aspects

- indirect costs
- direct costs
- social implications

- Discuss some of the leading causes of death in the U.S. Determine which of these head the list for their age group. Compare estimates with the actual figures.
- Make a survey of fatal accidents, recording victims' sex and age, and characteristics of the accidents. Compile and present to class. Compare these findings to national statistics.

Classifications of accidents

Accident trends

- Write descriptions of their worst accidents and list the effects. Share this information in groups and identify implications of accidents for society. Compare to economic and social data compiled by the National Safety Council.

Competency

2. Evaluate the reliability and validity of accident injury data.

Resources

Primary: National Safety Council. Student Accident Reporting Guidebook.
Chicago: The Council, 1966.

Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs,
New Jersey: Prentice-Hall, 1977.

National Safety Council. Accident Facts. Chicago: The Council,
Current annual edition.

Secondary: None

Content

Learning Activities

Limitations of accident statistics

- collection errors
- presentation errors
- interpretation errors

Use of accident statistics in developing
prevention programs and in evaluating
the effectiveness of programs

Students will:

- Meet in groups of four or five. Each group will create, practice, present, and analyze a mock accident.
- After reading Chapter 2 in Accidents and Disasters by Thygerson, discuss the limitations of accident statistics for use in planning countermeasures.
- Utilizing Accident Facts, analyze the national statistics relative to falls in the home. Then develop a program designed to help eliminate this type of accident. Suggestions will be discussed by the class as to effectiveness and validity.

Competency

3. Define common terms used in safety.

Resources

Primary: Tarrants, William E., (ed). Dictionary of Terms Used in the Safety Profession.
Park Ridge, Illinois: American Society of Safety Engineers, 1971.

American Driver and Traffic Safety Education Association. Dictionary of Safety Education Terms. Washington, D.C.: The Association, 1980.

Secondary: (See Bibliography, page 135, Item 14.)

Content

Selected terminology:

- . accident
- . hazard
- . risk
- . safety
- . accident prevention
- . loss reduction
- . injury
- . damage

Learning Activities

Students will:

- . Write definitions of the terms at left and then share the definitions in small groups. Each group will develop a definition for each term. One person from each group will write a definition on the board and then compare this with standard definitions.
- . Compare a collegiate dictionary definition of safety terms with those found in safety education publications.

Competency

4. Apply accident causation concepts to selected situations.

Resources

Primary: Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Secondary: (See Bibliography, page 136, Item 18.)

Content

Accident causation concepts

- . natural disasters
- . predestination
- . error
- . carelessness
- . elimination of physical hazards
- . psycho-dynamics
- . accident-proneness
- . accident repeaters
- . weapons-blunder theory

Learning Activities

Students will:

- . Analyze the assumptions underlying numerous accident prevention programs. Determine accident causation concepts upon which the prevention programs are based. Compare the comprehensiveness of the approaches used to reduce accidents.
- . Write papers expounding personal philosophies of why accidents occur and how they can best be eliminated.
- . In small groups, determine the prime and secondary causes of accidents, including traffic, home, recreational, public, and work accidents, presented in case studies.
- . Study accident records and compose a description of events associated with an accident that commonly occurs.

Competency

5. Identify primary and contributory factors of accidents.

Resources

Primary: Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Worick, W.W. Safety Education: Man, His Machines and His Environment. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Secondary: (See Bibliography, page 135, Item 8.)

<u>Content</u>	<u>Learning Activities</u>
Multiple-cause concept	Students will:
Domino theory	
Accident syndrome	• Make analytical studies of accidents to determine primary and contributory factors.
Decision-making theory	• Prepare self-evaluation scales of habits, attitudes, and exposure that may increase accident potential.
Behavioral theory	• Using an accident report, specify primary and contributory causes. (Inform students that some people think an accident is a sequence of events. Ask them to hypothesize the sequence and number of events.)
Systems analysis theory	
Epidemiological theory	• Describe environments that are inherently safe or unsafe and discuss means of coping with unsafe environments.
Iceberg theory	
Environment theory	
• safe • unsafe	

Competency

6. Evaluate the strengths and weaknesses of selected accident prevention approaches.

Resources

Primary: Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Florio, A. E., Alles, W. F., and Stafford, G. T. Safety Education, 4th edition. New York: McGraw-Hill, 1979.

Secondary: (See Bibliography, page 136, Items 18 and 24.)

Content

Learning Activities

Factors in accident prevention:

- pre-crash
- crash
- post-crash

Environmental control

- recognition of hazards
- elimination of hazards
- compensation of existing hazards
- avoidance of creation of new hazards

Methodological approaches

"Four E's" concept

Comprehensive safety programming

Students will:

- Read the poem, "The Parable of the Dangerous Cliff," and discuss the concepts of accident prevention versus loss reduction.
- Conduct a survey of the classroom to identify all of the potential hazards that exist. Once this is completed, each student will then write a proposal for eliminating the problem. This will be followed by a class discussion of the different methods employed. (Use this same approach for other areas of the school environment.)

Competency

7. Describe psychological and sociological factors that are related to accidents.

Resources

Primary: Thygerson, Alton . Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice Hall, 1977.

Secondary: (See Bibliography, page 136, Item 28.)

Content

Psycho-social aspects of safety

- . human causes of accidents
- . effects of emotions
- . individual differences
- . skills
- . habits and attitudes
- . motivation
- . sociological influences

Learning Activities

Students will:

Divide into groups of four to five students. Each group will be given a large sheet of paper and color crayons. On the paper, half the students in the group will draw a "safe" person and half will draw an "unsafe" person. Stick drawings, words, etc., may be used. Each student must contribute something to the drawing.

Competency

8. Distinguish between safe and threatening environments.

Resources

Primary: Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice Hall, 1977.

Morz, J.H. Safety in Everyday Living. Memphis: Brown Co., 1978.

Secondary: (See Bibliography, page 137, Item 38.)

Content

Learning Activities

Environment or conditions

Students will:

- . secure
- . unsafe

- . Decorate large paper bags with color crayons, pencils, and pens or with pictures cut from magazines and newspapers so that the outside of the bags represent a safe environment and the inside an unsafe environment.

Competency

9. Trace the significant historical developments that gave impetus to accident prevention programs.

Resources

Primary: Worick, W.W. Safety Education: Man, His Machines and His Environment.
Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Florio, A.E.; Alles, W.F.; and Stafford, G.T. Safety Education, 4th edition.
New York: McGraw-Hill, 1979.

Secondary: (See Bibliography, page 136, Item 18.)

Content

Learning Activities

Origin and development of
the safety movement

Students will:

- Interview a representative of the Occupational Safety and Health Administration concerning the events that led to the creation of the agency and report findings to the class. Students may alternately interview representatives of the Texas Safety Association, National Safety Council,
- Write papers regarding the insurance industry's involvement in setting up safety programs and how this involvement has helped in getting safety legislation passed.

History of safety education

- early industrial conditions
- legislation
- insurance
- worker's compensation laws
- mechanical safeguards
- disasters
- agency and organization influence
- schools

Competency

10. Compare past and contemporary philosophies of safety.

Resources

Primary: Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Worick, W.W. Safety Education: Man, His Machines and His Environment. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Secondary: (See Bibliography, page 136, Item 20.)

Content

Learning Activities

Philosophies of safety

- . "safety first"
- . "safety from"
- . "safety for"
- . total safety concept

Students will:

- . Interview three people to determine their philosophies of safety and compare findings to the philosophies of safety described in the textbook. In small groups, students discuss the implications for safety education in working with people who believe in each philosophy.

Risk

Probability

Safety issues

- . school safety patrols
- . motorcycle helmet laws
- . bicycle paths
- . synthetic football fields
- . responsibility for safety education
- . responsibility for accident prevention
- . other current issues

- . Divide into three groups to debate the issue of whether all safety programs should be designed on the basis of "safety first," "safety from," or "safety for."
- . Working in small groups, research specific issues in safety. Each group lead a class discussion relating its stand on the issue to a philosophy of safety.

Competency

11. Identify potential and existing hazards that are associated with rural and urban dwellings.

Resources

Primary: Strasser, M.K.; Aaron, J.E.; Bohn, R.C.; and Eales, J.R. Fundamentals of Safety Education, 2nd edition. New York: Macmillan Co., 1973.

Morz, J.H. Safety in Everyday Living. Memphis: Brown Co., 1978.

Secondary: (See Bibliography, pages 135 & 136, Items 14 and 28.)

Content

Learning Activities

Home safety

- definition of a home accident
- dynamics of home accidents
- accident and injury statistics within the home and on the home playground
- human, product, and environmental hazards

Students will:

- Evaluate their own dwellings using a homesite inspection checklist. Summarize the findings and make determinations on the procedures for corrective action on each hazards.
- Develop a home accident prevention program showing safety checklist for:
 - .. physical items
 - .. hazardous materials
 - .. poisons
 - .. firearms
- Develop an accident form that can be used to record all accidents that occur in homes.

Competency

12. Identify conditions and unsafe acts that cause falls.

Resources

Primary: Strasser, M.K.; Aaron, J.E.; Bohn, R.C.; and Eales, J.R. Fundamentals of Safety Education (2nd edition). New York: Macmillan Co., 1973.

Florio, A.E.; Alles, W.F.; and Stafford, G.T. Safety Education, 4th edition. New York: McGraw-Hill, 1979.

Secondary: (See Bibliography, page 135 & 136, Items 11 and 27.)

Content

Learning Activities

Stairways

Students will:

- Discuss: What are some of the causes of falls? What can be done to prevent falls? View film, "Falls are no Fun." Preview, read, and discuss, "The Ways People Fall." In small groups, students describe ways to prevent falls.

Bathtub

- See demonstration by a physical education teacher on "safe" ways to fall. On mats, students practice falling forward, falling backward, falling while running (forward and backward roll).

Ladders

- List on paper their falls, from most to least serious, including injuries, causes, and lessons learned. In groups, students share this information.

Clutter

Competency

13. Identify basic fire prevention and protection programs.

Resources

Primary: Florio, A.E.; Alles, W.F.; and Stafford, G.T. Safety Education, 4th edition. New York: McGraw-Hill, 1979.

Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

National Fire Protection Association, 470 Atlanta Avenue, Boston, Massachusetts 02210.

Secondary: (See Bibliography; pages 135-137; Items 7, 13, 18, and 37.)

Content

Fires, burns, and associated deaths

- with fire
- the fire triad
- classes of fire
- types of fire extinguishers
- prevention programs

Fire prevention techniques

- elimination of fire hazards
- personal protective equipment
- fire extinguisher
- emergency exit plans

Learning Activities

Students will:

- On paper, describe any unpleasant experiences they have had with fire, actions taken, and what they learned. Students share this in groups.
- Discuss the various types of fires. Incorporating necessary safeguards, teacher will build and extinguish some fires (classes A, B, and a mock of C). Discuss.
- Write their responses to: "It's 3 a.m. and you've been sleeping. Suddenly you hear someone yell 'fire!' What would you do and why?" Have students share this in groups of four to six.
- Participate in a teacher-led discussion and demonstration on the burning and use of smoke and fire alarms.
- Hear a representative of the local fire department discuss the department's responsibilities and problems in fire protection and prevention.

Competency

14. Describe safe practices related to poisonous substances.

Resources

Primary: Aronow, Regine. "A New Look at Child Poisoning." Family Safety. Spring, 1974.

Florio, A.E.; Alles, W.F.; and Stafford, G.T. Safety Education, 4th edition.
New York: McGraw-Hill, 1979.

U.S. Consumer Product Safety Commission.

Secondary: (See bibliography, page 135, Items 5 and 16.)

Content

Learning Activities

Poisons (solids and liquids)

- . storage
- . labels
- . unsafe acts
- . house and garden plants
- . gasoline, fireplaces, and appliances

Students will:

- . Evaluate their own dwellings using a poison checklist. Summarize their findings and develop plans to take corrective action.
- . Obtain and distribute Mr. Yuk stickers from poison control center.* Record the feelings from a young child relative to Mr. Yuk. Discuss concept represented by the symbol.
- . Write what they can do to prevent a poisoning. Discuss in groups, "What would you do and why with 'counterdoses.'"

* For stickers, write UTMB Poison Center, University of Texas Medical Branch, Galveston, TX 77550. Mr. Yuk is a poison symbol copyrighted and registered by Children's Hospital, Pittsburgh, Pennsylvania.

Competency

15. Discriminate among toys appropriate for various groups and the proper environment for use of toys.

Resources

Primary: Bureau of Product Safety. "Toy Safety." Washington, D.C.: U.S. Government Printing Office, 1972.

National Bureau of Standards. Safety Requirements for Home Playground Equipment. (TS219b). Washington, D.C.: U.S. Department of Commerce, Standards Development Section, 1975.

Secondary: (See Bibliography; pages 135 & 136; Items 7, 19, and 34.)

<u>Content</u>	<u>Learning Activities</u>
Selection of safe toys	Students will:
Uses of toys	View a staged incident in which a student fakes choking. (A student is posted at the classroom door to intercept students who run for help.) View film, "How to Save A Choking Victim." Students practice the Heimlich Method of dislodging items from the air passage.
Social values of toys	
Safe environment for use of toys	
Common hazards associated with toys: - choking - poisonous - wounding	- Bring examples of toys that they think are not safe and discuss reasons. The class will evaluate the concern as to whether it is real or imagined. - Research and report measures taken by the federal government to regulate toy safety.

Competency

16. Identify conditions necessary for the safe use of electrical appliances and tools.

Resources

Primary: Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Florio, A.E.; Alles, W.F.; and Stafford, G.T. Safety Education, 4th edition. New York: McGraw-Hill, 1979.

Secondary: (See Bibliography, page 136, Item 18.)

Content

Electrical safety

- . terminology
- . grounding principles
- . electrical conductors
- . unsafe acts with appliances and hand tools

Learning Activities

Students will:

- . Conduct home surveys to see how many electrical appliances are available and list which of these are most dangerous and why.
- . Discuss pictures of unsafe electrical appliances.

Competency

17. Describe the proper use of yard and garden tools and materials.

Resources

Primary: U.S. Consumer Product Safety Commission

Florio, A.E.; Alles, W.F.; and Stafford, G.T. Safety Education, 4th edition.
New York: McGraw-Hill, 1979.

Morz, J.H. Safety in Everyday Living. Memphis: Brown Co., 1978.

Secondary: (See Bibliography, page 137, Item 38.)

Content

Learning Activities

Garden and yard work

- lawn mowing practices
- selecting a safe lawn mower
- use of lawn and garden
fertilizer

Students will:

- Read several consumer publications and compare the safety features of different types of lawn mowers.
- Study accident reports to learn how people are injured using garden tools and materials.

Competency

18. Identify hazards associated with farm and ranch work and discriminate between safe and unsafe acts.

Resources

Primary: Morz, J.H. Safety in Everyday Living. Memphis: Brown Co., 1978.

Florio, A.E.; Allen, W.F.; and Stafford, G.T. Safety Education, 4th edition.
New York: McGraw-Hill, 1979.

Secondary: (See Bibliography, page 136, Item 23.)

<u>Content</u>	<u>Learning Activities</u>
Farm and ranch safety	Students will:
• types of farm and ranch accidents and their characteristics • agricultural chemicals • livestock safety • safe practices • prevention of farm and ranch accidents • environmental, product, and human hazards • Occupational Safety and Health Act, the farm and ranch	• Visit a farm or ranch and observe both safe and unsafe practices being conducted. • Study accident records and report to the class predominate types of accidents that occur on farms and ranches. • Identify 10 chemicals commonly used on farms and ranches and discuss any dangers associated with them.

Competency

19. Identify essential elements of an occupational safety and health program.

Resources

Primary: Worick, W.W. Safety Education: Man, His Machines and His Environment.
Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Morz, J.H. Safety in Everyday Living. Memphis: Brown Co., 1978.

Secondary: (See Bibliography, page 135, Item 4.)

<u>Content</u>	<u>Learning Activities</u>
Occupational safety	Students will:
. federal legislation affecting industrial safety . programming and industrial safety	. Interview safety supervisors from various industries concerning occupational and social safety program.
Principles of accident prevention	. Interview officials of the Texas Safety Association and report to the class a description of a recommended occupational safety and health act.
. responsibility . policy statement . 100 percent cooperation by all . supervisor responsibility . off-the-job accidents	
Components of loss control	
. safe practices . frequency . severity	
Common health hazards	
. health problems . industrial hygiene . drugs	
Human factor engineering	

Competency

20. Identify protective measures as well as unsafe conditions associated with recreational facilities.

Resources

Primary: Worick, W.W. Safety Education: Man, His Machines and His Environment. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Secondary: (See Bibliography; pages 135 & 136, Items 10, 12, and 22.)

Content

Learning Activities

Recreational safety

Students will:

Major causes of accidents

- Interview personnel in the physical education or recreation department of the university concerning safety in recreational areas.
- With the cooperation of the park director, make a check of the local parks and playgrounds to identify unsafe conditions. The class will then develop a report to the park director identifying problem areas.

Competency

21. Explain the nature of the accident problem in sports, and describe principles to guide the development of an accident prevention program.

Resources

Primary: Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Secondary: (See Bibliography, page 137, Item 38.)

Content

Nature and scope of the problem

Types and classes of sports accidents and injuries

Learning Activities

Students will:

- Analyze research dealing with causes of accidents and injuries in various sports.
- Research advances in sports safety (baseball batting helmet, football helmets, etc.) and report to the class.
- Review reports from the Texas University Interscholastic League relative to athletic injuries.

Competency

22. Describe basic components of an effective school/community traffic safety program.

Resources

Primary: Worick, W.W. Safety Education: Man, His Machines and His Environment.
Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Secondary: (See Bibliography, page 135, Item 14.)

Content

Learning Activities

Traffic accident reporting

Students will:

Traffic accident records

- Review the 18 National Highway/Traffic Safety Administration highway safety standards and relate these to traffic safety programs.

"Four E's" concept

Legislation

- Review the latest edition of School Safety and Accident Prevention Programs, Administrative Guidelines and Procedures, TEA publication.

Highway transportation system

Highway Safety Act of 1966

Competency

23. Describe safe pedestrian practices and programs designed for reduction of school pedestrian accidents.

Resources

Primary: Worick, W.W. Safety Education: Man, His Machines and His Environment.
Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Secondary: (See Bibliography, page 136, Item 34.)

Content

Learning Activities

The school's role

Students will:

Teaching safe pedestrian practices

- In small groups develop a program of pedestrian safety for an elementary school in the local area.

School safety patrols

Adult crossing guards

Competency

24. Describe safe bicycle riding techniques and programs for reduction of bicycle accidents.

Resources

Primary: Texas Education Agency. Texas Bicycle Safety Package. Austin: The Agency, 1978.

Worick, W.W. Safety Education: Man, His Machines and His Environment.
Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Secondary: (See Bibliography, page 136, Item 18.)

<u>Content</u>	<u>Learning Activities</u>
Causes of bicycle accidents	Students will:
Bicycle control in the community	• Conduct an analysis of bicycle violations at several locations and report findings to the class.
Inspection programs for bicycles	
Traffic laws	• Conduct a bicycle rodeo for a local elementary school. This rodeo will consist of a bicycle inspection and riding skills test as well as a written test on rules and regulations.
Hazard recognition	

Competency

25. Describe the role of driver and traffic safety education in the schools.

Resources

Primary: Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, 1977.

Worick, W.W. Safety Education: Man, His Machines and His Environment. Englewood Cliffs, New Jersey: Prentice-Hall., 1975.

Secondary: (See Bibliography, page 136, Item 18.)

Content

Learning Activities

Objectives of driver education

Students will:

Content

- . Observe a multiphase driver education program in action and report findings to the class.

Supporting organizations and agencies

- . Interview an automobile dealer, parent, police officer, businessperson, etc. to get viewpoints about driver education in the public schools.
- . Interview or write state and federal officials to learn what driver education program and course objectives have been established.

Competency

26. Identify potential hazards in school buildings and play areas.

Resources

Primary: Worick, W.W. Safety Education: Man, His Machines and His Environment.
Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1975.

Strasser, M.K.; Aaron, J.E.; Bohn, R.C.; and Eales, J.R. Fundamentals of
Safety Education, 2nd edition. New York: Macmillan Co., 1973.

Secondary: (See Bibliography, page 136, Items 18 and 25.)

Content

Learning Activities

The school site

- buildings (building codes)
- playgrounds
- materials
- lighting
- ventilation

Students will:

- Design a playground area with adequate separation of activities.
- Analyze the accident records of a local school and determine correctable hazards.

Competency

27. Identify major components of a program for protection of children at school.

Resources

Primary: American Driver and Traffic Safety Education Association, Guidelines for a Safe School Program, Washington, D.C.: The Association, 1979.

Worick, W.W. Safety Education: Man, His Machines and His Environment. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Florio, A.E.; Alles, W.F.; and Stafford, G.T. Safety Education, 4th edition. New York: McGraw-Hill, 1979.

Texas Education Agency. Safety Education in the Elementary School, BU3 833 01. Austin: The Agency, 1973.

Secondary: (See Bibliography, page 136, Item 18.)

Content

Supervision

- role of the teacher
- selection of activities
- establishment of rules
- arrangement of materials
- developing school safety policies

Learning Activities

Students will:

- Observe a local middle or junior high school and record both safe and unsafe supervisory procedures.
- Write to as many local schools as possible to request copies of the schools' written safety policies. Compare these policies to find major similarities and differences.
- Review Texas Education Agency Publication BU3 833 01, Safety Education in the Elementary School.
- Interview a school safety supervisor to determine school safety problems and solutions.

Competency

28. Describe safe transportation practices and procedures for students.

Resources

Primary: Florio, A.E.; Alles, W.F.; and Stafford, G.T. Safety Education, 4th edition.
New York: McGraw-Hill, 1979.

Morz, J.H. Safety in Everyday Living. Memphis: Brown Co., 1978.

Secondary: (See Bibliography, page 137, Item 38.)

<u>Content</u>	<u>Learning Activities</u>
Transportation to and from school	Students will:
• safe loading and unloading of students brought to school by parents • school bus safety .. accident facts .. steps taken to promote school bus safety	• Interview the transportation director of a local school system to determine problems in student transportation. • Observe the local school's emergency bus evacuation drills. • Ride on a bus route at least twice and then report back to the class the major safety problems. The class will discuss possible solutions.
Selection and training of drivers	• Review the state required curriculum for training school bus drivers.
Safe travel for field trips and athletic events	• Develop a school plan for school buses and private cars traveling to an athletic event.

Competency

29. Identify the techniques used in evaluating school safety programs.

Resources

Primary: Thygerson, Alton, L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.)

Secondary: (See Bibliography, page 135, Items 2 and 3.)

Content

Learning Activities

Measurement and evaluation of safety program

Students will:

- . school safety checklist
- . accident records
- . accident reports
- . safety inspections

- . Use a school safety checklist to evaluate a high school in the area.
- . In small groups, analyze sample accident records and safety curriculum guides for clues to evaluating school safety programs.
- . Interview the university safety officer to determine what safety evaluation techniques are needed.

Competency

30. List major areas of accident prevention to be taught in safety education as an integrated part of the curriculum kindergarten-Grade 6.

Resources

Primary: Texas Education Agency. Safety Education in the Elementary School, BU3 833 010. Austin: The Agency, 1973.

American Driver and Traffic Safety Education Association. Policies and Guidelines for a School Safety Program. Washington, D.C.: The Association, 1980.

Secondary: (See Bibliography, page 135, Item 14.)

Content

Learning Activities

Safety at home

Students will:

Safety in school activities

- Choose one section of Safety Education in the Elementary School and develop lesson plans integrating the safety concepts with the academic areas of instruction for a six-week period.

Safety in travel

Safe use of tools

Safety in games and recreation

Disaster preparedness

Competency

31. Identify state regulations and guidelines for accident prevention and safety education in public schools.

Resources

Primary: Texas Education Agency. Goals for Public School Education in Texas, GEO 402 05. Austin: The Agency, 1980.

Texas Education Agency. Principles, Standards, and Procedures for the Accreditation of School Districts, ADO 824 01. Austin: The Agency, 1980.

Secondary: (See Bibliography, page 136, Item 32.)

Content

Safety in the Goals for Public School Education in Texas

Requirements for safe facilities

Requirements for teaching safety

Fire safety

Safety administration

Learning Activities

Students will:

- Secure reports from appropriate state agencies that identify accident prevention goals.
- Study current certification requirements to determine if they adequately prepare teachers to teach safety education and to help prevent student accidents.

Competency

32. Identify the role, functions, and services of selected safety organizations and agencies.

Resources

Primary: Worick, W.W. Safety Education: Man, His Machines and His Environment. Englewood Cliffs, New Jersey: Prentice-Hall., 1975.

Thygerson, Alton L. Accidents and Disasters. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

Secondary: (See Bibliography, page 136, Item 18.)

Content

Learning Activities

National Safety Council

Students will:

American Driver and Traffic Safety
Education Association

- Review publications from several safety agencies and note the type of material contained in them.

Consumer Protection Agency

Texas Driver and Traffic Safety Education
Association

Texas Safety Association

American Automobile Association

Occupational Health and Safety Act

DRIVER AND TRAFFIC SAFETY EDUCATION I

Course Description

Students will be given the opportunity to examine the curricular and instructional aspects of classroom and on-street driver and traffic safety education. Emphasis will be given to selected methods of instruction. Critical issues related to driver and traffic safety education will also be explored.

The purpose of this course is to prepare prospective driver education teachers to successfully conduct the classroom and on-street phases of instruction. The first section is devoted to ensuring that entering teacher candidates possess the necessary knowledge about and skills for the driving task prior to learning teaching methods in this area. The remainder of the course includes concepts in the following:

- Background and goals of driver and traffic safety education
- Developing and using performance objectives in the classroom
- Developing and using lesson plans in the classroom
- Analysis of multimedia techniques
- Scheduling classroom instruction
- Interpreting driver and traffic safety education issues
- Classroom evaluation
- Classroom administration
- On-street instruction techniques
- On-street evaluation measures

Competency

1. Demonstrate knowledge of the classroom content of driver and traffic safety education as taught in Texas secondary schools.

Resources

Primary: American Automobile Association. Sportsmanlike Driving, 8th edition. New York: Webster Division, McGraw-Hill, 1980.

Davis, Jay H.; Maryott, Donn W.; and Stiska, Warren C. In the Driver's Seat. Boston, Massachusetts: Houghton Mifflin Company, 1978.

Kaywood, Richard; Meyerhoff, Richard A.; Esarey, Melvin M.; Johnson, Margaret L.; and Crabb, Owen. Drive Right. Glenview, Illinois: Scott, Foresman and Company, 1977.

Marshall, Robert L.; Baldwin, Robert L.; Tossell, Richard; and Ulrich, Robert A. Safe Performance Driving. Lexington, Massachusetts: Ginn and Company, 1976.

Stone, Alfred R. Caution, Driving Ahead. Austin, Texas: Steck-Vaughn Company, 1974.

Texas Education Agency. Driver Education Classroom and In-Car Instruction, CUI 832 11. Austin: The Agency, 1978.

Secondary: None

Content

Learning Activities

Texas motor vehicle laws

Student will:

Sociological factors affecting the driving task

- Study selected high school textbooks and Texas curriculum guides.

Effects of alcohol and drugs on the driving task

- Work on a vehicle that has been brought into area for vehicle maintenance.

Competency 1, continued

<u>Content</u>	<u>Learning Activities</u>
Function and maintenance of the automobile	Students will:
Role of the pedestrian in the highway traffic system	• Prepare a chart depicting different types of drugs and their general effects on a person's driving.
Role of the various types of wheel vehicles in the highway traffic system	• Prepare a position paper based on beliefs about the use of seat belts and air bags.
Guidelines for selecting and insuring an automobile	• Make a basic survey of highway engineering safety hazards existing in the community.
Traffic accident problem in the United States	• Prepare a presentation in response to: "The school superintendent has asked you to prepare a report as to what driver education is doing to help conserve fuel."
Roadway characteristics and highway engineering factors	
Alternate modes of transportation and their need	
Benefits of occupancy restraint systems	
Means of conserving energy in motor vehicle travel	
Perception and decision making	
Basic pre-driving vehicle checks	
City, rural, and freeway driving	
Night, adverse weather, and emergency driving situations	
Effects of various laws of physics on the driving task	
Basic emergency and first-aid procedures	

Competency

2. Demonstrate knowledge of correct procedures for operating a motor vehicle in various environmental and traffic conditions.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction.
CU1 832 11. Austin: The Agency, 1978.

Secondary: None

Content

Learning Activities

Gauges, controls, and instruments

Students will:

Pre-ignition procedures

- Identify characteristics and advantages of using planned city, rural, and freeway driving routes in-car instruction.

Starting the engine

Putting the vehicle in motion

- Submit to the instructor maps of actual city, rural, and expressway driving routes that when driven would ensure a student maximum learning experiences. The routes should be designed in consideration of fuel conservations.

Left and right turns

Stopping the car

Use of mirrors

Quick stop

Backing

Hazard recognition

IPDE

General rural driving

Competency 2, continued

Content

Learning Activities

Overtaking and passing

Being passed

Following and being followed

General city driving

Lane position and changes

Angle, parallel, and perpendicular parking

Y and U turns

Night driving

Freeway:

- Acceleration lanes and access ramps
- Lane selection
- Cruising
- Deceleration lane and exit ramps
- Procedures for emergency stops

Competency

3. Trace the historical development of driver and traffic safety education.

Resources

Primary: Warner, William. "A Brief History of Driver Education." Journal of Traffic Safety Education, January 1972.

National Highway Traffic Safety Administration. "The Driver Education Evaluation Program (DEEP) Study." Washington, D.C.: U.S. Department of Transportation, 1975.

Stack, Herbert J. History of Driver Education in the United States. Washington, D.C.: National Education Association, 1966.

Secondary: None

Content

Learning Activities

Safety as a basic consideration of humans

Students will:

State role

- . Texas Education Agency
- . Traffic Safety Section (SDHPT).
- . Texas Safety Association
- . Department of Public Safety

- . Read History of Driver Education in the U.S. by Herbert J. Stack.
- . Outline in chronological order the major events leading up to modern-day driver education programs.

Federal role

- . Legislation
- . U.S. Department of Education and Department of Transportation
- . National Highway and Traffic Safety Administration

- . Explain the relationship that exists between the state and federal governments in matters relating to driver education.
- . Write a brief paper detailing the development and responsibilities of the National Highway Traffic Safety Administration as this organization relates to driver and traffic safety education.

The growth of driver and traffic safety education

National conferences on safety education

72

Competency

4. Describe the goals of driver and traffic safety education including its relationship to general education.

Resources

Primary: Aaron, J.E., and Strasser, M.K. Driver and Traffic Safety Education. New York: Macmillan, 1977.

Florio, A.E.; Allen, W.F.; and Stafford, G.T. Safety Education, 4th edition. New York: McGraw-Hill, 1979.

Stack, H.J., ed. Safety For Greater Adventure. New York: Center for Safety Education, New York University, 1953.

Secondary: None

Content

Learning Activities

Driver education as a subject in the school curriculum

Driver education as part of traffic safety

Cardinal principles of education related to driver education

Goals as stated by the educational policies commission

Driver and traffic safety education's role within the educational framework

National policy guidelines

Texas guidelines

Philosophy of safety education

Students will:

- Develop a position paper to show the relationship of driver and traffic safety education to general education.
- Visit a high school to obtain the viewpoints of the driver education teacher and five teachers of other disciplines as to how driver education fits into general education.
- Interview several high school driver education students about their beliefs as to the purpose of driver education in the school curriculum.
- Review state and national policy statements.
- Examine several curriculum guides to seek to determine if the content is designed to achieve the stated goals.
- Read Safety for Greater Adventure, Chapter 3, Herbert J. Stack, editor.

Competency

5. Develop a rationale for teaching driver and traffic safety education.

Resources

Primary: Automotive Safety Foundation. A Resource Curriculum in Driver and Traffic Safety Education. Washington, D.C.: The Foundation, 1970.

Automotive Safety Foundation. Driver Education Support Handbook. Washington, D.C.: The Foundation, 1979.

Secondary: (See Bibliography, page 138, Item 2.)

<u>Content</u>	<u>Learning Activities</u>
Growth and development of nation	Students will:
Education of the traffic citizens	Respond to the following: "The superintendent of schools in your district has called you in and informed you of the possibility of dropping driver education from the curriculum as a measure to reduce costs. Develop a paper to present at the school board meeting next week to convince the superintendent and board members that driver education should stay in the curriculum."
Social problems of traffic accidents	- Review data found in a current edition of <u>Accident Facts</u> concerning the causes of traffic accidents. - Conduct a traffic violation survey at a local intersection. Discuss problem areas observed and their relationship to teaching driver education. - Respond to the following: "A school board member asks you about a news story she or he read claiming driver education causes more deaths because it encourages students to drive earlier. Develop an explanation of evaluation efforts in driver education that will defend the role of driver education."

Competency 5, continued

Content

Learning Activities

- Develop a presentation explaining the difference between teaching driving and teaching traffic safety citizenship.
- Write a paper or make a presentation showing the validity of teaching driver education in the public schools.

Competency

6. Determine and develop performance objectives for individual high school driver education classroom topics.

Resources

Primary: Texas Education Agency, Driver Education Classroom and In-Car Instruction, CU1 832 11. Austin: The Agency, 1978.

Automotive Safety Foundation. A Resource Curriculum in Driver and Traffic Safety Education. Washington, D.C.: The Foundation, 1970.

Mager, R.F. Preparing Instructional Objectives, 2nd edition. Fearon: Belmont, California.

National Highway Traffic Safety Administration. Driver Evaluation Program Study. Washington, D.C.: U.S. Department of Transportation, 1975.

Secondary: None

<u>Content</u>	<u>Learning Activities</u>
Sequence	Students will:
Alternative actions	
Criteria and performance objectives	• Read <u>Preparing Instructional Objectives</u> and successfully complete the self-test at the end of the book.
• behavior • conditions • criteria	• Develop five performance objectives related to teaching a driver education classroom topic.
Task analysis approach	• Compare performance objectives with the content in <u>Driver Education Classroom and In-Car Instruction</u>.
Task analysis project as conducted under a National Highway Traffic Safety Administration Contract	• Receive a written or oral report describing how course objectives were developed for the NHTSA-sponsored curriculum demonstration project.

Competency

7. Describe selected teaching methods as they relate to driver education.

Resources

Primary: Aaron, James E., and Strasser, Marland K. Driver and Traffic Safety Education, 2nd edition. New York: Macmillan, 1977.

Automotive Safety Foundation. A Resource Curriculum in Driver and Traffic Safety Education. Washington, D.C.: The Foundation, 1970.

"Teaching Techniques" section of recent issues of Journal of Traffic Safety Education. Texas Driver and Traffic Safety Education Association Journal, Texas Driver and Traffic Safety Education Association.

Secondary: None

Content

Learning Activities

Types of methods

- . lecture
- . resource persons
- . group dynamics
- . question-answer
- . role playing
- . demonstration
- . problem solving
- . projects
- . inquiry
- . interviews
- . surveys

Types of learning

- . information
- . intellectual skills
- . attitudes
- . psychomotor skills

Unique contribution of each method

Students will:

- . Choose one of the methods listed at left and prepare a 5- to 10-minute presentation using that method. A group discussion will follow presentations to determine effectiveness of methods and how different combinations may work more effectively.
- . Prepare and present an oral report on a selected classroom teaching technique found in the Journal of Traffic Safety Education.
- . Interview an audiovisual specialist concerning use of audiovisual techniques in driver traffic safety education.
- . Conduct a traffic violations survey and present the data to the class in graphic form.

Competency

8. Construct/develop daily classroom lesson plans appropriate for the objectives in Driver Education Classroom and In-Car Instruction, CUI 832 11.

Resources

Primary: Aaron, James E., and Strasser, Marland K. Driver and Traffic Safety Education, 2nd edition. New York: Macmillan, 1977.

Texas Education Agency. Driver Education Classroom and In-Car Instruction, CUI 832 11. Austin: The Agency, 1978.

Secondary: None

Content

Sources of information

Guidelines for selection

Procedures

Limiting factors

Organization

Sequential activities

AV materials

Learning Activities

Students will:

- Working in groups, develop daily lesson plans for the lessons in Driver Education Classroom and In-Car Instruction. The lesson plans should coordinate all class activities scheduled for the course. For example, issuing texts, testing, films, guest lecturers, and field trips should be planned in logical sequence with regular instructional periods. Each day's lesson should be correlated with a calendar timeframe.

Competency

9. Select and prepare classroom instructional aids that compliment the learning process.

Resources

Primary: Aaron, James E., and Strasser, Marland K. Driver and Traffic Safety Education, 2nd edition. New York: Macmillan, 1977.

Texas Education Agency, Driver Education Classroom and In-Car Instruction, CU1 832 11 (appendix). Austin: The Agency, 1978.

Secondary: None

Content

Learning Activities

Types of aids

- displays
- posters
- bulletin boards
- transparencies
- slides
- filmstrips

Criteria for selection of aids

Strengths and limitations of each type of aid

Sources of aids

Students will:

- Develop one-minute audio or videotape presentation that communicates a single message related to driver traffic safety education.
- As a class, prepare a bulletin board display for use in the classroom or surrounding area.
- Interview an educational technology professional concerning the best means of using audiovisual aids in teaching.
- For any three topics from Driver Education Classroom and In-Car Instruction, identify appropriate materials and aids for teaching these topics.
- Develop transparencies to accompany a given classroom topic.
- Develop a model graph for displaying the results of a traffic violations survey.

Competency

10. Teach selected classroom topics from units of Driver Education Classroom and In-Car Instruction.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction, CUI 832 11.
Austin: The Agency, 1978.

Secondary: (See Bibliography, page 138, Item 8.)

<u>Content</u>	<u>Learning Activities</u>
Methods of presentation	Students will:
Dealing with student questions	. Conduct a 15-minute instructional session on a selected driver education classroom topic using fellow students to criticize performance.
Use of media	
Student teacher check list	. Using fellow students, conduct a 15-minute question and answer session on a specific classroom topic.
Rapport with students	. Observe an experienced driver education teacher presenting a lesson in a local school classroom.

Competency

11. Demonstrate the use of programmed multimedia classroom packages.

Resources

Primary: Aetna Drivocator Series, Aetna Life and Casualty Company.

Aetna "Identify, Predict, Decide, and Execute" Student Response Series,
Aetna Life and Casualty Company.

"To Get from Here to There," Professional Arts, Inc.

Secondary: None

Content

Learning Activities

Types of multimedia systems

- hardware components
- software components

Advantages

Disadvantages

Techniques of use

Students will:

- View each of the available multimedia packages and rate them on their ability to help in the achievement of topic objectives.
- Using a multimedia package, present a program incorporated in a lesson to fellow students.
- Demonstrate procedures for maintaining multimedia systems.

Competency

12. Demonstrate or describe the use of selected psychophysical testing equipment.

Resources

Primary: American Automobile Association Current Equipment Catalogue, Falls Church, Virginia.

Bumpa-Tel, Inc.--Cape Girardeau, Missouri.

Safety Industries, Inc., Charlotte, Michigan.

Secondary: None

Content

Learning Activities

Vision

- . visual acuity
- . field of vision
- . color blindness
- . depth perception
- . night vision
- . glare recovery

Hearing

Reaction time

Ways to compensate for various impairments

Students will:

- . Practice psychophysical testing by testing other members of the class or beginning drivers enrolled in a laboratory course.
- . Participate in one class session in which students will simulate having an impairment (i.e., one eye, loss of hearing, tunnel vision). A discussion will follow regarding the effect of these differences on driving abilities.
- . Develop a chart listing all of the impairments discussed in class and give one or two optional procedures that can be followed in teaching driver education to a person with one of these conditions.

Competency

13. Describe several methods of conceptualizing the driving task.

Resources

Primary: Automotive Safety Foundation. A Resource Curriculum in Driver and Traffic Safety Education. Washington, D.C.: The Foundation, 1970.

McKnight, A. James, et al. Driver Education Classroom and In-Car Instruction, Virginia: National Technical Information Service, 1970.

Texas Education Agency. Driver Education Classroom and In-Car Instruction, CUI 832 11. Austin: The Agency, 1978.

Secondary: None

<u>Content</u>	<u>Learning Activities</u>
IPDE	Students will:
Smith system	
Task analysis	• Preview available methods of conceptualizing the driving task and then prepare a teaching unit on one method that could be presented to the class.
Highway Users Federation for Safety and Mobility	• After presenting to the class a method of conceptualizing the driving task, conduct a question-and-answer session on the subject.
National Safety Council's Defensive Driving Course	• Compare and contrast the various methods of conceptualizing the driving task as part of a class group discussion.
The Aetna Program for Driver Improvement	

Competency

14. Describe and demonstrate techniques to improve perceptual skills.

Resources

Primary: Automotive Safety Foundation. Visual Perception and the Driving Task.
Washington, D.C.: The Foundation, 1971.

Shell Oil Co. "Perception of Driving Hazards." Houston: The Company
(filmstrip).

Secondary: None

Content

Learning Activities

Tachistoscope

Students will:

Shell perception flimstrip

- . View the "Perception of Driving Hazards" filmstrip.
- . Prepare slides of scenes from the local area that depict hazards and demonstrate their use.
- . Use a tachistoscopic device to learn perceptual skills.
- . Devise a vision-deception example and present it to the class.

Competency

15. Describe how to deal with specific problems that arise during classroom instruction.

Resources

Primary: Aaron, James E., and Strasser, Marland K. Driver and Traffic Safety Education, 2nd edition, New York: Macmillan, 1977.

Secondary: None

<u>Content</u>	<u>Learning Activities</u>
Student discipline	Students will:
Disinterest	
Learning disabilities	• In small groups, identify discipline problems and then role play these problems. After role playing, the group will discuss possible solutions to the problems.
Incompetencies	
Equipment failure	• Develop problem situations concerning students, parents, administrators, or other faculty members and then role play these. The role playing will be followed by group discussions on proper solutions.
Defective software	
Malfunctioning equipment	• Using simulated defective software, devise a way to effectively teach the content involved.
Altered schedule	• Interview a media specialist on care and repair of software. • Under simulated malfunction of hardware, solve problems such as burned-out bulbs, out-of-synchronization programs, no sound, inoperative responders, and malfunctioning console. • Head class discussion concerning the problem of shortened or cancelled class periods.

Competency

16. Develop a classroom schedule of instruction.

Resources

Primary: Aaron, James E., and Strasser, Marland K. Driver and Traffic Safety Education, 2nd edition. New York: Macmillan, 1977.

Texas Education Agency. Driver Education Classroom and In-Car Instruction, CU1 832 11. Austin: The Agency, 1978.

Secondary: None

<u>Content</u>	<u>Learning Activities</u>
Sequence of instruction	Students will:
Semester system	
Summer school	• Using <u>Driver Education Classroom and In-Car Instruction</u>, prepare a schedule of classroom instruction that will meet an hourly minimum on each unit and topic.
Block scheduling	
Concurrent scheduling	• Discuss the sequencing of lessons found in the curriculum guide and decide if a different sequence would be feasible.
Before- and after-school scheduling	
Innovative programs	• Write a paper discussing the pros and cons of summer school versus regular year scheduling for driver education and before-school versus after-school scheduling.
Cost effectiveness	• Illustrate the comparative cost of two-phase, three-phase, and four-phase driver education programs.

Competency

17. Identify the contributions state and national traffic safety organizations can make to a driver education program.

Resources

Primary: Journal of Traffic and Safety Education, American Driver and Traffic Safety Education Association, Washington, D.C.

Texas Journal of Traffic and Safety Education, Texas Driver and Traffic Safety Education Association, Austin, Texas.

Traffic Safety, National Safety Council, Chicago, Illinois.

Secondary: None

Content

Learning Activities

Organizations

- American Driver and Traffic Safety Education Association
- Texas Driver and Traffic Safety Education Association
- National Safety Council
- American Automobile Association
- Texas Safety Association
- Motorcycle Safety Foundation
- Highway Users Federation for Safety and Mobility
- Insurance Institute for Highway Safety

Students will:

- Obtain and review literature from the NSC, ADTSEA, and other traffic safety organizations.
- Attend a professional conference conducted by a professional organization and critique the conference.
- Design a line chart of at least one state and one national organization dealing with traffic safety.
- Review and report on the constitution of a state or national organization for traffic safety.
- Interview or write official of ADTSEA or TDTSEA, and identify the major activities or accomplishments of the organization for a one-year period.

Competency 17, continued

Content

Learning Activities

Services

Publications

Conference

Legislative activities

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Competency

18. Identify specific issues currently facing driver and traffic safety education.

Resources

Primary: National Highway and Traffic Safety Administration. "The Driver Education Evaluation Program Study." Washington, D.C.: Department of Transportation, 1975.

Current Journal of Traffic and Safety Education issues.

Secondary: None

<u>Content</u>	<u>Learning Activities</u>
Teaching assistants	Students will:
Effectiveness of driver education	• Read opposing views on paraprofessionals and defend a position on the subject.
Financing	• Interview the director of an education service center driver education program and the director of a school district program concerning their ideas about the role of service centers in driver education.
Education service centers	
Motorcycle safety education in the schools	• Develop a chart that shows the states' different requirements pertaining to mandatory driver education.
Mandated driver education and motorcycle education prior to licensing	• Develop a position paper either for or against motorcycle safety education in the schools.
Energy crisis	• Develop a comprehensive list of information about fuel conservation that an instructor can use in the classroom and in practice.
Free-loan vehicles	• Develop a plan to obtain vehicles in the event free-loan vehicles are not available.
Leasing or owning driver education vehicles	• Discuss the importance of guidelines for the proper use and care of driver education cars.

Competency

19. Design written classroom tests relevant to the performance objectives of the Texas driver and traffic education course.

Resources

Primary: Lien, A.J. Measurement and Evaluation of Learning, 2nd edition. Brown Company, Dubuque, Iowa, 1971.

Henderson, M.E.; Morris L. C.; and Fitzgibber, C.T. How to Measure Attitudes. London: Sage Publishers, 1978.

Secondary: (See Bibliography, page 138, Item 9.)

<u>Content</u>	<u>Learning Activities</u>
Validity	Students will:
Reliability	• View and listen to the filmstrip and tape, "Writing Tests Which Measure Objectives."
Objectivity	• Develop sample test items using various types of questions. Other students will critique the items.
Based on performance objectives	• Write a paper outlining the major similarities and differences between the terms validity, reliability, and objectivity as they apply to testing procedures.
Guidelines for writing test items	
Measurement versus evaluation	
Norm versus criterion referenced measures	
Types of questions	
• multiple choice • true/false • completion • matching • essay	
Accident situation analysis	
Interpretation exercises	

Competency

20. Demonstrate the ability to organize a typical driver education program.

Resources

Primary: Texas Education Agency, Driver Education Classroom and In-Car Instruction,
CUI 832 11. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 138, Item 8.)

Content

Classroom records course completion forms

License and insurance related forms
(DL-41-A, DL-14-A, DL-42, SO-30)

Parental information

- permission
- rules and regulations
- progress reports

Grading

Learning Activities

Students will:

- Talk with several experienced driver education teachers to learn about development and maintenance of a record system, determining what records are kept and what use is made of records during and following course completion.
- Develop an accident reporting form that can be used in the driver education car in the event of an accident.
- Develop a set of forms and letters that can be used to keep parents informed about student progress.
- Fill out a set of forms that are required of driver education teachers. These forms will include DL-41-A, DL-14-A, DL-42, and SO-30.
- Devise a procedure for assigning grades to students.

Competency

21. Describe methods of obtaining public support for driver traffic safety education.

Resources

Primary: Current issues of the Journal of Traffic Safety Education, American Driver Traffic Safety Education Association.

Secondary: None

<u>Content</u>	<u>Learning Activities</u>
Favorable public image	Students will:
Use of local media	• Develop a presentation that could be delivered to a civic club to enlist its support for driver education.
Parent-teacher cooperation	
Relationships with safety related organizations and personnel	• Consult the <u>Journal of Traffic Safety Education</u> and develop a list of community activities designed to improve public support for driver education.
Police	
Traffic engineers	• Write a newspaper article discussing the basic operations of the driver education program.
Safety councils	• Develop a public relations campaign designed to gain parental support for driver education.
Auto dealers	
Insurance agencies	• Call parents at random to get viewpoints of driver education programs.
School boards	
Parent-teacher organizations	

Competency

22. Identify and interpret research findings concerning the effectiveness of driver traffic safety education.

Resources

Primary: National Highway and Traffic Safety Administration, "The Driver Education Evaluation Project Study." Washington, D.C.: Department of Transportation, 1975.

Secondary: Current National Highway and Traffic Safety Administration research reports.

Content

Learning Activities

Means of evaluating driver traffic safety education

- . accident and violation data
- . intermediate criterion
- . cost-effectiveness

Previous and ongoing research

- . findings
- . interpretation
- . strengths and weaknesses

Students will:

- . After reviewing the basic findings of the Insurance Institute for Highway Safety study on driver education as a contributor to increased fatalities by young drivers, read both positive and negative critiques of the study.
- . Prepare a 10-minute presentation on the problems of evaluating driver education on the basis of accident and violation records and the means by which it may be evaluated.
- . Consult the university library for dissertations and theses on driver traffic safety education topics and summarize findings.
- . Prepare a concise statement that would answer in lay terms persons concerned about the validity of teaching driver education in the public schools.

Competency

23. Describe means of involving parents/guardians in driving task instruction.

Resources

Primary: Bumpa-Tel., Inc. The Parent Involvement Program, Bumpa-Tel., Inc., 1978.

Secondary: (See Bibliography, page 138, Items 1 and 8.)

Content

Learning Activities

Rationale for involving parents

Students will:

Advantages and disadvantages

- After viewing The Parent Involvement Program, discuss ways in which this could be implemented.

Types of learning

- Conduct a survey of parents to determine their feelings about becoming active in a supplemental driver education program.

- cognitive
- psychomotor
- affective

Ways to involve parents

- List as many ways as possible to involve parents in the driver education program. The lists from all students will be combined into one, and a teacher-led discussion of the advantages and disadvantages of each item will follow.

Competency

24. Explain the role of on-street instruction in preparing beginning drivers for the driving task.

Resources

Primary: Anderson, William G. In-Car Instruction: Methods and Content, 2nd edition.
Reading, Massachusetts: Addison-Wesley Publishing Co., 1977.

Secondary: (See Bibliography, page 139, Item 30.)

Content

Learning Activities

Relationship to the driving task

Students will:

Objectives of on-street instruction

- Respond to the following: "Due to the rise in cost of gasoline, your school board is contemplating cutting out the on-street program. Prepare a position paper defending the retention of the program."

Advantages and disadvantages

- Prepare a paper on the advantages and disadvantages of on-street instruction.
- Develop a presentation showing the educational and cost-saving advantages of using specific city and highway driving routes as part of the laboratory instruction.

Competency

25. Describe the teacher precautions and behaviors required to provide a safe and effective on-street experience.

Resources

Primary: Anderson, William T. In-Car Instruction: Methods and Content, 2nd edition.
Reading, Massachusetts: Addison-Wesley Publishing Co., 1977.

Secondary: (See Bibliography, page 139, Item 30.)

Content

Learning Activities

Inherent dangers of on-street instruction

Students will:

Vehicle control

- Prepare for on-street instruction by teaching a classmate the different in-car lessons to be given the beginning driver. During these sessions, the student teachers should familiarize themselves with the driving procedures, vehicle operation, teaching method, methods of taking control, and routes that will be utilized in the driving lessons.

Teacher and learner responsibilities

Distribution of time

Vehicle equipment

Instructional purposes

Safety purposes

- Given a particular hazardous situation that might arise in on-street instruction, discuss means of coping with it.

Discipline in the vehicle

Competency

26. Identify the procedures for handling emergencies and driver education vehicle malfunctions.

Resources

Primary: Anderson, William G. In-Car Instruction: Methods and Content, 2nd edition.
Reading, Massachusetts: Addison-Wesley Publishing Co., 1977.

Secondary: (See Bibliography, page 139, Item 30.)

Content

Learning Activities

Accident procedure

Students will:

Vehicle breakdown

- Simulate vehicle breakdowns and emergency procedures in an off-street area.

Use of radio communication systems

- Prepare a list of possible vehicle malfunctions and have fellow student describe means of coping with each.

Competency

27. Devise instructional plans for on-street lessons.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction, CUI 832 11. Austin: The Agency, 1978

Anderson, William G. In-Car Instruction: Methods and Content, 2nd edition. Reading, Massachusetts: Addison-Wesley Publishing Co., 1977.

Secondary: (See Bibliography, pages 138-139, Items 8 and 30.)

<u>Content</u>	<u>Learning Activities</u>
Lesson plans	Students will:
. content selection . sources of information . guideline for selection of aids . developing procedures	. Develop daily lesson plans for teaching in the dual control car with a beginning driver. . Plan a specific route for a city, a rural, and a freeway driving lesson considering energy efficiency. . Determine the average fuel consumption rate for city and highway/expressway driving. Explain how course planning can affect fuel consumption for each student.
Guidelines for organizing content	
Route selection	
Sequence of activities	
Perceptual development	
Commentary driving	
Massed and distributed practice	
Over-control of the student	
Grouping of students	

Competency

28. Devise learning experiences to make observation time relevant.

Resources

Primary: Anderson, William G. In-Car Instruction: Methods and Content, 2nd edition.
Reading Massachusetts: Addison-Wesley Publishing Co., 1977.)

Secondary: (See Bibliography, pages 138-139, Items 8 and 30.)

Content

Learning Activities

Observer checklists

Students will:

Observer guidance for maneuver

- . parallel parking
- . backing

- . Develop a checklist from which observers may rate significant aspects of driver performance. These checklists should provide for both positive and negative rating of driving performance.

Commentary driving

- . In a driving session with a fellow student, demonstrate commentary driving.

Observer's verbal feedback to driver

- . negative

Competency

29. Prepare trainee materials for on-street lessons.

Resources

Primary: Anderson, William G. In-Car Instruction: Methods and Content, 2nd edition.
Reading, Massachusetts: Addison-Wesley Publishing Co., 1977.

Secondary: (See Bibliography, pages 138-139, Items 8 and 30.)

Content

Learning Activities

Route maps

Students will:

Pre-lesson handouts

- Develop for the beginning driver a sketch of the route and the lesson objective for the day.

Driver performance records

- Devise a driver performance record card form for beginning drivers.

Competency

30. Devise evaluation measures and records relevant to the learning process in on-street driving.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction, CUI 832 11. Austin: The Agency, 1978.

Secondary: (See Bibliography, pages 138-139, Items 8 and 30.)

Content

Learning Activities

Off-street tests

Students will:

On-street tests

- Develop a sample record sheet for use in on-street training.

Driving time and achievement records

- Conduct a simulated road test for fellow student using a standardized road test form.

DRIVER AND TRAFFIC SAFETY EDUCATION II

Course Description

Driver and Traffic Safety Education II provides practicum experiences in teaching the classroom and on-street phases of driver education. Attention is also devoted to administration of two-phase driver education programs.

Designed to follow Driver and Traffic Safety Education I, the course gives students the opportunity to teach high school students in the classroom and on-street phases of driver education, under the supervision of an instructor. Specific areas of the student teaching experience include:

- Development and implementation of daily classroom lesson plans
- Integration of instructional aids in the classroom phases
- Use of psychophysical testing equipment
- Use of perceptual development activities in the classroom
- Handling of student learning and discipline problems
- Administration and interpretation of written tests
- Maintenance of a record and reporting system
- Development and implementation of on-street lesson plans in rural, city, and freeway areas
- Demonstration of on-street teaching techniques (commentary driving, use of mirrors, verbal cues, etc.)
- Demonstration of observer involvement techniques
- Administration of on-street tests
- Maintenance of on-street student driving records
- Development of schedules for two-phase program
- Administrative and financial tasks involved in two-phase program
- Techniques for evaluation of two-phase program

Competency

1. Teach selected classroom topics from units of Driver Education Classroom and In-Car Instruction to high school driver education students.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction,
CU8 833 01. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 140, Item 4.)

Content

Learning Activities

Methods of presentation

Students will:

Preparation of lesson plans

- Teach a high school driver education class selected topics from Driver Education Classroom and In-Car Instruction using the following techniques:

Dealing with student questions

Sequencing activities

- .. lecture method
- .. group discussion
- .. media-based presentation
- .. student-led presentation

Use of media

Student teacher checklist

Rapport with students

- Observe and critique other student teachers instructing high school students in selected classroom driver education topics.

Competency

2. Demonstrate the use of selected psychophysical testing equipment with high school students.

Resources

Primary: Aaron, J.E., and Strasser, M.K. Driver and Traffic Safety Education. New York: Macmillan, 1977.

Secondary: (See Bibliography, page 140, Item 9.)

<u>Content</u>	<u>Learning Activities</u>
Visual acuity	Students will:
Field of vision	Test beginning drivers enrolled in a driver education course.
Color blindness	
Depth perception	
Night vision	
Glare recovery	
Hearing	
Reaction time	

Competency

3. Demonstrate techniques to improve perceptual skills.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction,
CU8 833 01. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 140, Items 3 and 4.)

Content

Learning Activities

Tachistoscope

Students will:

Shell perception filmstrip

- Show slides of scenes from the local area and identify hazards to beginning high school driver education students.

Research in perceptual development

- Use a tachistoscopic device to teach perceptual skills to a high school driver education class using the "Perception of Driving Hazards" filmstrip.

Competency

4. Deal with specific problems that arise during classroom instruction.

Resources

Primary: Aaron, J.E., and Strasser, M.K. Driver and Traffic Safety Education. New York: Macmillan, 1977.

Secondary: (See Bibliography, page 140, Item 2.)

<u>Content</u>	<u>Learning Activities</u>
Student discipline	Students will:
Disinterest	• Use appropriate disciplinary methods in class as the need arises.
Learning disabilities	• Diagnose and correct equipment failures that arise during classroom instruction.
Incompetencies	• Demonstrate flexibility when a schedule change is required because of an assembly, weather conditions, etc.
Equipment	
Defective software	
Malfunctioning equipment	
Altered schedule	

Competency

5. Prepare and implement a classroom schedule of instruction.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction, CU8 833 01. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 140, Item 2.)

<u>Content</u>	<u>Learning Activities</u>
Sequence of instruction	Students will:
Summer school	Using <u>Driver Education Classroom and In-Car Instruction</u> , prepare and implement a schedule of classroom instruction that will meet state's hourly minimum requirements. The schedule should identify when typical class activities will occur. Examples are:
Block scheduling	
Before- and after-school scheduling	
Innovative programs	• registration • textbook insurance • completion of forms • films • field trips • written DPS test • regular class test • visits by resource persons
	Activities planned must directly support student performance objectives described in <u>Driver Education Classroom and In-Car Instruction</u> .

Competency

6. Administer and interpret written tests relevant to the classroom performance objectives of the driver and traffic education course.

Resources

Primary: Aaron, J.E., and Strasser, M. K. Driver and Traffic Safety Education. New York: Macmillan, 1977.

Secondary: (See Bibliography, page 140, Items 4 and 8.)

<u>Content</u>	<u>Learning Activities</u>
Validity	Students will: Obtain and/or develop a written test designed to measure student achievement on several unit topics found in the classroom curriculum guide. Administer the tests and evaluate student performance.
Reliability	
Objectivity	
Based on performance objectives	
Measurement versus evaluation	
Norm versus criterion referenced measures	
Types of questions	
. multiple choice	
. true/false	
. completion	
. matching	
. essay	
Accident situation analysis	
Interpretation exercises	

Competency

7. Prepare and use a record and reporting system for classroom instruction.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction, CU8 833 01. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 140, Item 2.)

<u>Content</u>	<u>Learning Activities</u>
Classroom records course completion forms	Students will:
License and insurance related forms (DL-41-A, DL-14-A, DL-42, SO-30)	Develop, implement, and maintain a record system for the classroom phase of driver education. Use the system to record grades and licensing information and to report to parents on student progress.
Parental information	
• permission • rules and regulations • progress reports	

Competency

8. Demonstrate on-street teaching techniques with high school driver education students.

Resources

Primary: Anderson, W.G. In-Car Instruction: Methods and Content, 2nd edition.
Reading, Massachusetts: Addison-Wesley, 1977.

Texas Education Agency. Driver Education Classroom and In-Car Instruction,
CU8 833 01. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 140, Item 1.)

Content

Learning Activities

Teaching techniques

- . descriptions
- . demonstrations
- . directions
- . verbal cues and feedback
- . seizing control
- . commentary driving
- . route and destination driving
- . teacher position
- . use of mirrors
- . teacher scanning patterns
- . in-vehicle observations
- . observer participation

Handling emotional upset

Maximizing student practice time

Utilizing instructional equipment

Students will:

- . Under supervision of the university instructor, demonstrate their ability to properly drive through a city, highway, and expressway driving route. They will identify critical hazards and teaching points along the routes.
- . Conduct on-street instruction with three high school driver education students in the following areas:
 - .. city
 - .. rural
 - .. freeway
- . Audiotape all on-street teaching sessions and conduct a self-critique. Meet with instructor to discuss performance.

Competency

9. Properly handle emergencies and driver education vehicle malfunctions.

Resources

Primary: Anderson, W.G. In-Car Instruction: Methods and Content, 2nd edition.
Reading, Massachusetts: Addison-Wesley, 1977.

Secondary: (See Bibliography, page 140, Item 1.)

Content

Learning Activities

Accident procedure

Students will:

Vehicle malfunctions

- Simulate vehicle breakdowns and emergency procedures during lessons with high school students.

Use of radio communication systems

- Identify potential emergencies along a city, highway, and expressway route.

Skids and their courses

Competency

10. Prepare and use trainee materials for on-street lessons.

Resources

Primary: Anderson, W.G. In-Car Instruction: Methods and Content, 2nd edition.
Reading, Massachusetts: Addison-Wesley, 1977.

Texas Education Agency. Driver Education Classroom and In-Car Instruction,
CU8 833 01. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 140, Item 1.)

Content

Learning Activities

Route maps

Pre-lesson handouts

Driver performance records

Students will:

- Provide the beginning driver with a sketch of the route and the lesson objective for the day.
- Devise a driver performance record form for beginning drivers.
- Develop and give each student a critique of each lesson.

Competency

11. Devise and implement learning experiences to make observation time relevant.

Resources

Primary: Anderson, W.G. In-Car Instruction: Methods and Content, 2nd edition.
Reading, Massachusetts: Addison-Wesley, 1977.

Secondary: (See Bibliography, page 140, Item 1.)

Content

Learning Activities

Observer checklists

Students will:

Observer guidance for maneuver

- . parallel parking
- . backing

- . Develop a checklist from which observers may rate significant aspects of driver performance. Checklists should provide for both positive and negative rating of driving performance. Each observer will use the checklist during on-street instruction.

Commentary driving

Observer's verbal feedback to driver

- . positive
- . negative

- . As observers, respond to questions of how to handle specific situations that arise during each lesson.
- . Direct student observers to employ commentary procedures to ensure their attention to the traffic scene.

Competency

12. Devise, employ, and maintain evaluation records relevant to the learning process in on-street driving.

Resources

Primary: Anderson, W.G. In-Car Instruction: Methods and Content, 2nd edition. Reading, Massachusetts: Addison-Wesley, 1977.

Secondary: (See Bibliography, page 140, Item 9.)

Content

Evaluation

- selected objectives
- forms and records
- road test
- home study and practice
- student/teacher conferences
- individual differences
- homogeneous and heterogeneous grouping
- review earlier skills

Massed and distributed practice

Learning Activities

Students will:

- Develop and maintain a record sheet for use in on-street instruction.
- During the next to the last driving lesson, each student will administer a road test to two beginning drivers who have been taught by another student. The teacher will conduct a critique session to provide an opportunity for students to exchange information about the strengths and weaknesses of their beginning drivers.
- Compare the entries on several student record sheets with other student teachers to note common problems.
- Write a three-sentence descriptive summary of each student's driving lesson.

Competency

13. Devise a set of driver education program policies for school districts with two-phase driver-education programs.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction, CU8 833 01. Austin: The Agency, 1978.

Secondary: Local district policies

Content

Organization and administration of driver and traffic safety education

- . written school board policies
- . teacher selection
- . use of driver education vehicle
- . weather conditions and driving
- . selection of students for laboratory instruction
- . emergency communication
- . supervision procedure
- . student behavior policies
- . handicapped drivers
- . Texas Education Agency requirements

Learning Activities

Students will:

- . Write a standard operating procedure for driver and traffic safety education as if for the school board's approval. It must be flexible in character and cover all areas of instruction. The procedure should cover:
 - .. chain of command for supervision and decision making
 - .. age requirements
 - .. insurance information
 - .. absenteeism
 - .. accidents
 - .. use of automobiles
 - .. meeting of state guidelines
- . Review Texas Education Agency policies and guidelines for driver education.

Competency

14. Differentiate between public secondary and private commercial school driver education teacher credentials.

Resources

Primary: Texas Education Agency. Driver Education for Texas Schools, AD8 833 05.
Austin: The Agency, 1978.

Texas Department of Public Safety. Texas Motor Vehicle Laws 1979-80.
Austin: The Department, 1980.

Secondary: None

Content

Learning Activities

Public school

- historical background
- teacher qualifications and certification
- in-service education
- the driver and traffic safety education profession
- professional organizations

Commercial driving school

- historical background
- instructor qualifications and certification
- professional organizations
- in-service training
- program objectives

Students will:

- Prepare a chart that indicates the differences and similarities between commercial and public school driver education teachers in regard to historical background, training, techniques, liabilities, and responsibilities.
- Discuss the concept of separate course standards for public and commercial driving schools.
- Discuss the practice of public schools contracting with commercial schools to provide driver education.

Competency

15. Describe selected administrative tasks to be considered in two-phase driver and traffic safety education.

Resources

Primary: Texas Education Agency. Driver Education for Texas Schools, AD8 833 05.
Austin: The Agency, 1978.

Secondary: (See Bibliography, page 140, Item 2.)

Content

The administrator's role and
responsibility

Administrative driver education tasks

Budget finance

Selection and placement of teachers

Organization of the program

Relationship with state agencies

Learning Activities

Students will:

- Respond to the following: "You are in charge of a driver education program with a budget of \$25,000 for the coming academic year and an enrollment of 350 students. Develop a plan for spending that will be compared with other students' to see which is most appropriate."
- Develop a list of criteria that could be used as the basis for hiring an additional teacher for the driver education program.
- Determine how many teachers, cars, class days, and class periods are needed to provide a two-phase driver education program for 350 students.

Competency

16. Explain the Texas Funding program for high school driver education.

Resources

Primary: Texas Education Agency. Texas School Law Bulletin, Section 16.177. Austin:
The Agency, 1980.

Texas Education Agency. Current publications on funding. Austin:
The Agency.

Secondary: None

Content

Learning Activities

Funding source

Students will:

Cost per pupil formula

Utilizing the latest Texas Education Agency funding formula, prepare the required forms to request funds for driver education. Use hypothetical data.

Competency

17. Determine the procedures to develop and maintain administrative and local public approval of a public school driver education program.

Resources

Primary: Local school district policies.

Automotive Safety Foundation. Driver Education Support Handbook. Washington, D.C.:
The Foundation, 1979.

Secondary: None

Content

Learning Activities

Local approval

- faculty, student, and parental involvement
- administrative approval
- school board approval

Students will:

Develop a line chart showing the sequence of steps that must be followed to gain approval of a program. The names of individuals as well as titles should be included whenever possible.

Competency

18. Explain the Texas Education Agency criteria for driver and traffic safety education program approval.

Resources

Primary: Texas Education Agency. Driver Education for Texas Schools, AD8 833 05.
Austin: The Agency, 1978.

Secondary: None

Content

Learning Activities

Public and nonpublic schools

Students will:

Classroom and laboratory programs

- After reading Texas Education Agency standards for driver education program approval, participate in class discussion on the adequacy of these standards.

Time standards

Simulation and multiple car

- Demonstrate an understanding of program standards by reviewing major requirements of the standards and explaining their purpose and rationale.

Range replacement time

Driving time per day

Classroom-laboratory sequence

State certification for teachers

Competency

19. Demonstrate knowledge of and ability to use a system of maintaining permanent records of student achievement and instructional vehicle use.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction, CU8 833 01. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 140, Item 1.)

Content

Laboratory records

Course completion forms

Parental information

Vehicle use records

Learning Activities

Students will:

- Complete a practice set of forms provided by the instructor. Students will develop their own personal forms to be used for vehicle usage records and student laboratory records. The class will then evaluate all forms to determine the one that would do the best overall job.
- Develop a series of three letters that can be sent to parents at the beginning, midpoint, and end of the driver education program to inform parents of how their children are progressing.

Competency

20. Construct an annual budget report for the driver and traffic safety education program appropriate to submit to a local board of education.

Resources

Primary: Operating letters and/or local policies and guidelines.

Secondary: None

Content

Learning Activities

Instructional equipment costs

Students will:

Insurance

- Using the figures given to them by the instructor, devise a budget report using any format they desire.

Cost per pupil, vehicle and miles driven

- Devise an abbreviated version that could be presented to a parent-teacher organization.

Teacher costs

Laboratory fees

Competency

21. Understand and be able to employ procedures for vehicle selection, procurement, and use.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction,
CU8 833 01. Austin: The Agency, 1973.

Secondary: None

<u>Content</u>	<u>Learning Activities</u>
Advantages and limitations of selected vehicle types	Students will:
Agencies involved in procurement programs	• Complete a set of forms required to secure, register, and insure an instructional vehicle. Assist a local high school or college driver education teacher in obtaining driver education vehicles for existing programs.
Licensing, insuring, and maintaining vehicles	• Develop a list of options necessary to insure a properly equipped driver education car.
Required equipment	• Survey the local area high schools to determine the policies for vehicle usage. Utilizing the information gained from the survey and in the classroom, develop a written policy statement regarding usage of driver education vehicles.
Recommended equipment	
Advantages and limitations of selected types of vehicles	
Legal uses of driver education vehicles	
Identification as a driver education vehicle	

Competency

22. Identify sources of specialized driver education equipment for classroom and on-street instruction.

Resources

Primary: Aaron, J.E., and Strasser, M.K. Driver and Traffic Safety Education. New York: Macmillan, 1977.

Secondary: (See Bibliography, page 140, Item 1.)

Content

Learning Activities

Classroom materials

- films
- slides
- types
- filmstrips
- transparencies
- projectors
- tape players

Students will:

- Develop a list of at least 20 companies and/or agencies that develop, sell, or loan driver education materials.
- Develop letters of inquiry and/or requests for catalogs to be sent to at least 10 of the companies or agencies on the above list.

On-street materials

- first-aid kits
- eye check mirror
- dual control brakes
- fire extinguisher
- traffic
- signs for roof/door
- cushions
- devices for disabled driver
- pedal extensions

Competency

23. Identify selected evaluative techniques for driver and traffic safety education.

Resources

Primary: National Highway Traffic Safety Administration. Driver Education Evaluation Program Study. Washington, D.C.: Department of Transportation, 1975.

Secondary: (See Bibliography, page 140, Item 2.)

Content

Learning Activities

Administration

Students

Parents

Community

Traffic safety officials

Curriculum and instruction

Facilities and equipment

Staff qualifications

Students will:

- Write papers detailing how driver education has been evaluated in the past and then comparing that to how it should be evaluated in the future.
- In a role-playing exercise, divide up into four groups: driver education teachers, parents, administrators, and community members. These groups will then discuss the need for driver and traffic safety education programs based on hypothetical evaluation data.

Competency

24. Devise two-phase schedules that are consistent with sound principles of learning and meet at least the minimum Texas Education Agency time standards.

Resources

Primary: Texas Education Agency. Driver Education Classroom and In-Car Instruction, CU8 833 01. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 140, Item 2.)

<u>Content</u>	<u>Learning Activities</u>
Before- and/or after-school programs	Students will:
Regular school day programs	- Respond to the following: The principal has informed you that you will teach five classes of 32 students each in driver education during the upcoming semester. Prepare a schedule for the following programs: two-phase -- 32 - 6 (block) two-phase -- 32 - 6 (concurrent) - Put schedule on a transparency for class discussion.
Block scheduling	
Concurrent scheduling	
Summer school	
Homogeneous-Heterogeneous grouping	
Time standards	

DRIVER AND TRAFFIC SAFETY EDUCATION III

Course Description

Driver and Traffic Safety Education III provides analysis of the content, procedures, and administration of multiphase driver and traffic safety education programs.

The course is designed to prepare teachers to understand the concepts of and to instruct multiphase driver and traffic safety education programs (classroom, simulators, multiple-car, and on-street). Specific areas include:

- Role of simulation and multiple-car methods in driving task instruction
- Policies for multiphase programs
- Schedules of multiphase programs
- Instruction in multiphase programs
- Operation and maintenance of simulation and multicar equipment
- Simulation and multicar instruction techniques
- Records system for multiphase program
- Specifications for simulation and multicar facilities
- State and national policies for simulation and multicar instruction
- Selection of simulators and multicar equipment
- Development of simulation and multicar lesson plans
- Simulation and multicar student teaching experiences

Competency

1. Describe the role of simulation instruction in preparing students for the driving task.

Resources

Primary: Aaron, James E., and Strasser, Marland K. Driving Task Instruction: Dual Control, Simulation and Multiple-Car, New York: Macmillan, 1974.

Secondary: (See Bibliography, page 142, Items 14 and 18.)

Content

Learning Activities

Relationship of simulation to the driving task

Objectives of simulation

Advantages and disadvantages

Students will:

- Prepare a paper on simulation's relationship to the driving task that would be appropriate to present to a school board contemplating the purchase of a simulator.
- Make a list of advantages and disadvantages of simulation. Be prepared to defend pros and cons.

Competency

2. Describe basic principles involved in the transfer of learning from a simulated to a real task.

Resources

Primary: Edwards, Dorothy S., et al. Evaluation of Laboratory Methods for the Study of Driver Behavior: The Relation Between Simulator and Street Performance. (AIR-E39-5169-FR) Silver Springs, MD: American Institutes of Research, 1979.

Baron, Marvin L., and Williges, Robert C. Transfer Effectiveness of Simulation in a Driver Education Program. University of Illinois at Urbana-Champaign: Highway Traffic Center, 1971.

Secondary: (See Bibliography; pages 141 & 142; Items 10, 12, 13, and 14.)

Content

Learning Activities

Transfer of learning

- types of transfer
- research on transfer in tasks related to driving

Students will:

- Research psychology resources and be prepared to discuss transfer of learning as it pertains to psychomotor skills citing.

Conditions of transfer of learning

- Read references and summarize for the class.

Procedural and adjustive responses

Competency

3. Demonstrate the ability to operate all the major components of the simulation system and perform preventative maintenance and simple repairs of the system.

Resources

Primary: Texas Education Agency. Driver Education Simulation and In-Car Instruction, CU8 833 03. Austin: The Agency, 1978.

Teacher's Manual for system used.

Secondary: (See Bibliography; pages 141 & 142; Items 2, 13, and 14.)

Content

Learning Activities

Operation of the simulation system

- cars
- projector
- teacher console
- film library
- automatic scoring
- manual checks
- printer

Students will:

After the instructor has purposely caused some simulation component to malfunction, locate the course of the problem and correct it. Under the direction of the instructor, practice:

- threading the projector
- using automatic scoring techniques
- using manual scoring techniques
- converting the cars from manual to automatic transmission and back again.

Competency

1. Develop instructional plans for units from the Texas simulation guide.

Resources:

Primary: Texas Education Agency. Driver Education Simulation and In-Car Instruction, CU8 833 03. Austin: The Agency, 1978.

Aaron, James E., and Strasser, Marland K. Driver Task Instruction: Dual Control, Simulation, and Multiple-Car. New York: Macmillan, 1974.

Secondary: None

Content

Learning Activities

Lesson plan

Students will:

- purpose
- objectives
- content
- procedures
- resources
- evaluation
- related activities

- Research the curriculum guide for simulation and other resources.
- Develop a lesson plan using a selected unit from the simulation guide.
- Discuss the plan in class with other students.

Guidelines for content organization

Sequence of lessons

Competency

5. Teach selected units from the Texas simulation guide.

Resources

Primary: Texas Education Agency. Driver Education Simulation and In-Car Instruction, CU8 833 03. Austin: The Agency, 1978.

Secondary: (See Bibliography; pages 141 & 142, Items 2, 13, and 14.)

Content

Learning Activities

Orientation of new drivers

Students will:

Introduction to lessons and films

- still-framing
- silent projection
- directions and instructions
- providing feedback to students
- interjecting clear, pertinent information
- commentary driving
- determining appropriate and timely manual and visual checks
- teacher position and role
- teacher questioning skills
- assessing individual and group performance
- follow-up activities to enrich film content
- relating simulation to real-world driving
- relationship of film content to on-street driving situations

- Preview films as a class and note pertinent traffic situations that will require students and/or teacher actions. Develop individual lesson plans incorporating the concepts presented in the films.
- Present one simulation lesson to high school students.

Competency

6. Demonstrate knowledge of evaluation records and ability to employ and maintain them relative to the learner's progress in simulated driving experiences.

Resources

Primary: Texas Education Agency. Driver Education Simulation and In-Car Instruction, CU8 833 03. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 141, Item 2.)

Content

Learning Activities

Daily evaluation

- . attitude
- . motor skills
- . perceptual skills
- . knowledge
- . reaction time
- . judgment
- . written and procedural test
- . use of unannounced final test
- . printed scoring
- . personal observation

Students will:

- . Discuss and evaluate beginners' performances as presented on a sample daily progress chart.
- . Develop an evaluation record of student progress.
- . View several progress report forms in use throughout Texas and comment on the pros and cons of each.

Competency

7. Describe Texas specifications for simulator installations.

Resources

Primary: Texas Education Agency. Driver Education Simulation and In-Car Instruction,
CU8 833 03. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 141, Item 2.)

Content

Learning Activities

State specifications

- car unit
- data processing center
- control console
- films
- projector
- monitoring areas
- trailer

Types of installation

- fixed-base
- trailer
- mobile bus

Students will:

- Respond to the following: three students will form a panel to present the case for fixed base, trailer, or mobile bus installations to the board of supervisors for an education service center.
- Observe each of the three types of simulation installation and note pros and cons of each.
- Read the Texas simulation guide section on specifications.

Competency

8. Interpret Texas Education Agency requirements and national policies pertaining to the utilization of simulation instruction.

Resources

Primary: Texas Education Agency. Driver Education Simulation and In-Car Instruction, CU8 833 03. Austin: The Agency, 1978.

American Driver and Traffic Safety Association. Policies and Guidelines for Driving Simulation Instruction, Vol. II, Washington, D.C.: The Association, 1978.

Secondary: (See Bibliography; pages 141 & 142, Items 2, 16, and 17.)

Content

Learning Activities

Texas Education Agency requirements

Students will:

National policies

- Debate the substitution of simulation instruction for on-street instruction.

Research findings

- Analyze various procedures for scheduling simulation instruction and discuss the merits of each.

Competency

9. Describe the role of multiple-car driving range and off-street instruction in preparing students for the driving task.

Resources

Primary: Texas Education Agency. Driver Education Simulation and In-Car Instruction, CU8 833 03. Austin: The Agency, 1978.

Aaron, James E., and Strasser, Marland K. Driving Task Instruction: Dual Control, Simulation, and Multiple-Car. New York: Macmillan, 1974.

Secondary: (See Bibliography; pages 141 & 142, Items 6, 7, 8, and 15.)

<u>Content</u>	<u>Learning Activities</u>
Definition of multiple-car driving range	Students will:
• purpose • philosophy • use	• Examine several diagrams of facilities and determine if they are driving ranges or off-street areas.
Objectives	• After analyzing a specific range diagram, discuss those driving task abilities that would best be taught on the range and those that are more appropriate for on-street instruction.
Advantages and disadvantages	
Characteristics	• Discuss how the objectives of the multiple-car range relate to the overall objectives of driver education. Identify strengths and weaknesses of multiple-car ranges.
Types of multiple-car ranges	• Examine the state requirements for driving ranges and determine if various parking lots can be used.

Competency

10. Interpret Texas Education Agency requirements and national policies pertaining to the utilization of multiple-car range driving instruction.

Resources

Primary: American Driver and Traffic Safety Association. Multiple-Vehicle Driving Range Policies and Guidelines. The Association, Washington, D.C., 1979.

Texas Education Agency. Driver Education Simulation and In-Car Instruction, CU8 833 03. Austin: The Agency, 1978.

Automotive Safety Foundation. The Multiple-Car Method. Washington Foundation, 1967.

Secondary: (See Bibliography; pages 141 & 142, Items 6, 8, and 15.)

Content

Size requirements

Learning Activities

Students will:

- Design a multiple-car driving range using an existing area or a hypothetical area. Special care should be given to devising appropriate learning experiences to help students learn the driving tasks and to control a congestion or conflict area.
- Gather cost data concerning range construction from local contractors.
- Analyze several existing range sites and determine if they meet current Texas and national specifications.
- Discuss the concept of substituting two hours of range instruction for one hour of in-car instruction.

Competency

11. Select appropriate equipment for the multiple-car driving range program.

Resources

Primary: Texas Education Agency. Driver Education Simulation and In-Car Instruction,
CU8 833 03. Austin: The Agency, 1978.

Secondary: (See Bibliography; pages 141 & 142, Items 2, 6, 8, and 15.)

Content

Learning Activities

Facility equipment

Students will:

Vehicle equipment

- Prepare budgets for equipment needed to run a range utilizing catalogues from suppliers.

Communication equipment

- fixed
- portable

- Visit several range sites and determine if the equipment available is appropriate for instruction of each range.
- Analyze driver education equipment catalogues for the various types of range communication equipment available. Interview several range instructors and contrast their views about range communication equipment with the claims presented in the catalogue.

Competency

12. Develop maintenance and security precautions and procedures pertaining to the multiple-car driving range.

Resources

Primary: American Driver and Traffic Safety Education Association. Multiple-Vehicle Driving Range Policies and Guidelines. The Association, Washington, D.C., 1979.

Operating letters and/or local policies or guidelines.

Secondary: None

Content

Learning Activities

Vehicle storage and facility security

Students will:

Key security (cars and range)

Vehicle inspection and maintenance

Facility use

- Prepare a standard operating procedure for the security of the vehicles and the multiple-car range. This procedure is to include daily inspection and maintenance of vehicles and key security.
- Interview a range instructor and determine the major maintenance and security problems in his or her program.

Competency

13. Develop, employ, and maintain evaluation records relative to the learner's progress on the multiple-car driving range.

Resources

Primary: Texas Education Agency. Driver Education Multiple-Car Driving Range Instruction, CU8 833 04. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 141, Item 2.)

Content

Learning Activities

Identification of student behavior

Students will:

Checklists

Prepare model evaluation records, checklists, and tests. Class will discuss the models and decide which are most appropriate.

Tests

Student records

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Competency

14. Develop instructional plans for units from the multiple-car driving range guide.

Resources

Primary: Texas Education Agency. Driver Education Multiple-Car Driving Range Instruction, CU8 833 04. Austin: The Agency, 1978.

Secondary: (See Bibliography, page 141, Items 6 and 8.)

Content

Learning Activities

Lesson plans

- purpose
- objectives
- content
- procedures
- resources
- evaluation

Students will:

- Study the curriculum guide for multiple-car driving ranges and other resources.
- Develop a lesson plan for use on a multiple-car range. Discuss the plan in class with other students. Identify the arrangement of facilities that will be needed to support the lesson.

Limiting actors in selecting content

Guidelines for organizing content

Sequence of activities

Competency

15. Demonstrate proficiency in performing multiple-car driving range exercises, drills, and conflict area driving tasks.

Resources

Primary: Texas Education Agency. Driver Education Multiple-Car Driving Range Instruction, CU8 833 04. Austin: The Agency, 1978.

Aaron, James E., and Strasser, Marland K. Driving Task Instruction: Dual Control, Simulation, and Multiple-Car. New York: Macmillan, 1974.

Secondary: (See Bibliography, page 141, Item 6.)

<u>Content</u>	<u>Learning Activities</u>
Starting, stopping, and backing	Students will:
Steering	• Observe a high school class being instructed in each of the content area tasks.
Left and right turns	• Under the direction of the instructor, perform each of the content area tasks on a multiple-car range. Practice those tasks in which proficiency is low.
Proper lane position and lane changing	
T-Exercise	
Three-point and U turns	
X-Exercise	
Figure 8 exercise	
Garage exercise	
Angle and parallel parking	
Passing	
Merging and exiting	
Traffic mix situation	

Competency

16. Demonstrate proficiency in employing selected teaching techniques on the multiple-car range.

Resources

Primary: Texas Education Agency. Driver Education Multiple-Car Driving Range Instruction, CU8 833 04. Austin: The Agency, 1978.

Aaron, James E., and Stasser, Marland K. Driving Task Instruction: Dual Control, Simulation, and Multiple-Car. New York: Macmillan, 1974.

Secondary: (See Bibliography; pages 141 & 142; Items 6, 8, and 15.)

<u>Content</u>	<u>Learning Activities</u>
Range and vehicle preparation	Students will:
Orientation of new drivers	• Conduct a practice teaching exercise with the rest of the class acting as beginning drivers using selected exercises from the multiple-car driving range guide.
Review of previous lessons	• Instruct a high school class using selected units from the multiple-car driving range guide.
Printed policies, regulations, and procedures	• After a practice teaching session, discuss problems encountered with other student teachers.
Directions, instructions, and commands	
Terminology	
Teacher position	
Safety	
Controlling car activities	
Group drills	
Individual practice	
Anticipation and handling of problem areas	

Competency

17. Describe the benefits and limitations of various emergency maneuvers used on the multiple-car driving range.

Resources

Primary: Texas Education Agency. Driver Education Multiple-Car Driving Range Instruction, CU8 833 04. Austin: The Agency, 1978.

Aaron, James E., and Strasser, Marland K. Driving Task Instruction: Dual Control, Simulation, and Multiple-Car. New York: Macmillan, 1974.

Secondary: (See Bibliography; pages 141 & 142, Items 6, 8, and 15.)

Content

Learning Activities

Evasive measures

- quick braking
- brake and steer combination
- quick acceleration
- left and right steering

Students will:

- View a film or live session using various emergency maneuvers and lead a class discussion on pros and cons for high school students.
- On a multiple-car range, perform selected evasive and emergency maneuvers.
- Receive a report on the use of driving skid pads as a part of the multiple-car range facility.

Emergency measures

- off-road recovery
- tire blow-out
- skid control
- power steering failure
- stuck accelerator
- brake failure
- operator problems

Competency

18. Devise a set of driver education program policies appropriate for multiphase programs.

Resources

Primary: Texas Education Agency. Driver Education Simulation and In-Car Instruction, CU8 833 01. Austin: The Agency, 1978.

Aaron, James E., and Strasser, Marland K. Driving Task Instruction: Dual Control, Simulation, and Multiple-Car. New York: Macmillan, 1974.

Secondary: (See Bibliography, page 141, Item 3.)

Content

Learning Activities

Local school policies and traffic safety education

- written school board policies
- teacher selection
- use of driver education vehicle
- weather conditions and driving
- selection of students for laboratory instruction
- emergency communication
- supervision procedure
- student behavior policies
- handicapped drivers
- coordination between and among the various phases
- relations with state agencies
- budget and finance of the program
- role of the driver education supervisor

- Write a standard operating procedure for driver and traffic safety education appropriate for school board approval. Procedure must be flexible in character and cover all areas of instruction.
- Discuss the advantages and disadvantages of two, three, and four-phase programs from an administrative standpoint.
- Develop a list of criteria for driver education teacher selection and retention.
- Discuss the role of the driver education supervisor.

Competency

19. Devise multiphase driver education program schedules that are consistent with sound principles of learning and meeting at least the minimum Texas Education Agency time standards.

Resources

Primary: Texas Education Agency. Driver Education Multiple-Car Driving Range Instruction, CU8 833 04. Austin: The Agency, 1978.

Aaron, James E., and Strasser, Marland K. Driving Task Instruction: Dual Control, Simulation, and Multiple-Car. New York: Macmillan, 1974.

Secondary: (See Bibliography, page 141, Item 2.)

<u>Content</u>	<u>Learning Activities</u>
Two-phase programs	Students will:
Three-phase programs	
Four-phase programs	Respond to the following: The principal has informed you that you will be teaching five classes of 32 students each in driver education during the upcoming semester. Prepare a schedule for the following programs:
Cooperation programs	
- fixed-based simulation - mobile simulation	- two-phase -- 32 - 6 - three-phase -- 12 - 3 - four-phase -- 32 - 8 - 4 - 3
Block scheduling	Put schedule on a transparency for class discussion. Discuss absenteeism and make-up policies.
Concurrent scheduling	
Combinations of schedules	Observe high school driver education classes that use different scheduling patterns. Interview the teachers involved to determine their views of the schedules used.
Homogeneous and heterogeneous grouping	
Time standards	

Competency

20. Demonstrate the ability to instruct in each phase of a comprehensive, multiphase driver education program.

Resources

Primary: Aaron, James E., and Strasser, Marland K. Driving Task Instruction: Dual Control, Simulation, and Multiple-Car. New York: Macmillan, 1974.

Aaron, James E., and Strasser, Marland K. Driver and Traffic Safety Education. New York: Macmillan, 1977.

Secondary: None

Content

Learning Activities

Classroom phase

Students will:

Teacher led multimedia

- Analyze research dealing with multiphase programs and present findings to the class. Discuss the advantages and disadvantages of multiphase driver education programs from instructional and learning standpoints.

Simulation phase

- For selected driving tasks (example: passing), describe how instruction in that task should be coordinated among all the phases.

Multiple-car range phase

- Prepare and present a lesson in each phase of a multiphase program.

On-street phase

Advanced driver education

DESCRIPTIONS OF ADDITIONAL COURSES

The four courses described on pages 4-117 are designed to offer basic driver traffic safety education preparation for teachers. However, teacher success is related to thoroughness and breadth of preparation. Therefore, the following courses may be included where appropriate in university programs to prepare teachers of traffic safety education.

THE HIGHWAY TRANSPORTATION SYSTEM

In this course, students analyze the various components of the highway transportation system (human, vehicular, and environmental).

Concepts:

- History of the highway transportation system
- Analysis of system breakdowns (collisions, pollution, etc.)
- Analysis of highway users
 - .. factors influencing performance (alcohol, emotion, etc.)
 - .. driver licensing
 - .. education
 - .. enforcement

- Analysis of motor vehicles
 - .. design for safety
 - .. energy and pollution
 - .. two-wheel vehicle
- Analysis of environmental factors
 - .. highway planning and design
 - .. traffic engineering
 - .. weather factors
- System management
 - .. government programs
 - .. private sector programs
 - .. role of higher education

References:

- Bishop, Richard W. and associates. Manpower Development in Highway Safety. Washington, D.C.: Highway Users Federation for Safety and Mobility, 1971.
- Federal Highway Administration. Handbook of Highway Safety Design and Operating Practices. Washington, D.C.: U.S. Department of Transportation, 1978.
- Insurance Institute for Highway Safety. Status Report. Washington, D.C.: The Institute, Annual Report.
- Roberts, H.J. The Causes, Ecology, and Prevention of Traffic Accidents. Springfield, Illinois: Charles C. Thomas, 1971.
- U.S. Department of Transportation. National Highway Safety Standards. Washington, D.C. The Department, Distributed by: Insurance Institute for Highway Safety, Watergate Office Building, 2600 Virginia Avenue, N.W., Washington, D.C. 20037, 1980.

ALCOHOL, DRUGS, AND TRAFFIC SAFETY

This course gives students the opportunity to analyze the role of drugs as they relate to traffic safety problems.

Concepts:

- Overview of alcohol/drug traffic safety problems
- Effects of alcohol/drugs on the driving task
 - .. physiological
 - .. psychological
- Legal factors
 - .. state laws
 - .. penalties
 - .. chemical tests
 - .. implied consent laws
 - .. role of enforcement and the courts
- Educational programs and curricular materials
 - .. general alcohol/drug education
 - .. alcohol/drug education in driver and traffic safety education
 - .. public information
 - .. school for persons convicted of driving while intoxicated

References:

- Finn, Peter, and Platt, Judith. Alcohol and Alcohol Safety: A Curriculum Manual for Senior High Level. Prepared for the National Highway Traffic Safety Administration and the National Institute on Alcohol Abuse and Alcoholism by Abt Associates, Inc. Human Development Division, Cambridge, Massachusetts 02138. Department of Transportation, 1972.

Alcohol, Drugs, and Traffic Safety, continued

- American Automobile Association. If You Drive, What About Drinking? Falls Church, Virginia: The Association, 1975.
- American Association for Health, Physical Education and Recreation. Learning About Alcohol: A Resource Book for Teachers. Samuel A. Miles, ed. Washington, D.C.: The Association, 1974.
- U.S. Department of Health, Education, and Welfare, Public Health Service. Alcohol and Health. Second Special Report to the U.S. Congress from the Secretary of Health, Education, and Welfare. Washington, D.C.: The Department, 1974.

MOTORCYCLE EDUCATION

This course is designed to prepare teachers to instruct and administer a beginning motorcycle education program in school, recreational, and community education and in other settings.

Concepts:

- Rationale
- Course administration
 - .. community support
 - .. insurance
 - .. state laws
 - .. class size
 - .. curriculum and program design
- Motorcycles
 - .. loan program
 - .. dealer recognition
 - .. maintenance
- Facilities and equipment
 - .. classroom
 - .. storage area
 - .. range area
 - .. safety equipment
 - .. instructional equipment
- Instruction
 - .. scheduling
 - .. classroom
 - .. range
 - .. off-road
 - .. on-street
 - .. skill and knowledge tests

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Motorcylce Education, continued

- Instructor qualifications
 - .. licensure
 - .. riding skills
 - .. knowledge
 - .. practice teaching
- The Motorcylce Safety Foundation

References:

- National Public Services Research Institute. Development of Motorcycle Education Curricula Specifications: Alexandria, VA 1977. Available through the National Technical Information Services (PB-277-093).
- Motorcycle Safety Foundation. Guide to Motorcycle Range Design. The Foundation, 780 Elkrigde Landing Road, Linthicum, MD 21090, 1977.
- American Automobile Association. Guide to Safe Motorcycling. 8111 Gatehouse Road, Falls Church, VA 22042. 1971.
- The National Public Services Research Insitute. Motorcycle Task Analysis. Alexandria, VA, for the Motorcycle Safety Foundation, 780 Linthicum, MD 21090. 1974.
- American Driver and Traffic Safety Education Association. Policies and Guidelines for Motorcycle Safety Education: On-Street Riders. 1201 Sixteenth Street, N.W., Washington, D.C. 20036.
- Motorcycle Safety Foundation. Motorcycle Safety Education, Suggested Procedures and Guidelines. Landing Road, Linthicum, MD 21090. 1979.
- Texas Education Agency. Motorcycle Safety Education, Suggested Procedures and Guidelines. Austin: The Agency, 1976.

DRIVER EDUCATION FOR THE HANDICAPPED

This course is designed to develop teacher abilities to instruct students with mental and physical disabilities.

Concepts:

- Criteria for admission to the program
- The driving task
- Classroom phase
- Laboratory phase
- Student-teacher relationship
- Analysis of specific handicaps
 - .. physical
 - .. mental
- Adaptive equipment
- Classification of handicaps
- Individualized instruction
- Administrative techniques
- Schools' legal responsibilities to handicapped students
- Funds and other resources for handicap programs

References:

- Colverd, E.D.; Less, M.; DeMauro, G.E.; and Young, J. Teacher's Preparation Course in Driver Education for the Physically Disabled Driver. Albertson, NY 1978.

Driver Education for the Handicapped, continued

- Less, M.; Colverd, E.C.; DeMauro, G.E.; and Young, J. Evaluating Driving Potential of Persons with Physical Disabilities, Albertson, NY: Human Resources Center, 1978.
- Less, M.; Colverd, E.C.; Dillon, J.; and Young, J. Hand Controls and Assistive Devices for the Physically Disabled Driver, Albertson, NY: Human Resources Center, 1977.
- Less, M.; Colverd, E.C.; DeMauro, G.E.; and Young, J. Teaching Driver Education to the Physically Disabled, Albertson, NY: Human Resources Center, 1978.
- Texas Education Agency. Policies and Administrative Procedures for the Education of Handicapped Students. Austin: The Agency, 1980.
- Becker, Selden G. Driver Education for the Physically Handicapped. San Marcos, Texas: Southwest Texas State University, 1982.

ADVANCED DRIVING MANEUVERS

In this course, students develop proficiency in performing advanced driving maneuvers and analyze their applicability for highway safety driver education.

Concepts:

- . Definition and rationale
- . Goals of advanced driver education
- . Planning and administration
- . Instructional program
 - .. classroom
 - .. lab
 - .. time schedule
 - .. the driving task
 - .. basic maneuvers
 - .. evasive maneuvers
 - .. roadway conditions
 - .. vehicle conditions
- . Instructor qualifications and preparation
- . Facilities
- . Evaluation

References:

- . Illinois Department of Transportation. Advanced Driver Education Project Specifications. Springfield, Illinois: The Department, 1978.
- . Ohio Department of Education. Advanced Driving Skills. Columbus, Ohio: The Department, 1978.

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Advanced Driving Maneuvers, continued

- Safety Center, Central Missouri State University. A New Kind of Driver Education, Warrensburg, Missouri: The Center, 1976.
- Smitnson, F.D., and Whitworth, R.A. Development of an Advanced Driver Education Program. Milford, Michigan: General Motors Proving Ground, 1972.

EMERGENCY CARE OF THE INJURED

This course is designed to describe the procedures for caring for persons injured in accidents and disasters.

Concepts:

- . Definition of first aid and emergency medical aid
- . Techniques to be covered:
 - .. bleeding
 - .. shock
 - .. broken bones
 - .. electrical shock
 - .. respiration problems
- . Transportation of the injured
- . Services of the American Red Cross
- . Controlling the scene of a traffic accident

References:

- . American Academy of Orthopedic Surgeons. Emergency Medical Care. Menasha, Wisconsin: George Banta Co., Inc., 1971 (slide set.)
- . doCarmo, Pamel Bakhouse, and Patterson, Angelo T. First-Aid Principles and Procedures. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1976.
- . Grant, Harvey, and Murray, Robert. Emergency Care, 10th edition. Bowie, Maryland: Robert J. Brady Co., 1975.
- . Maltz, Stephen I. First Aid and Safety for Everyone. Dubuque, Iowa: William C. Brown Co., 1973.
- . Texas Education Agency. "What to do Until the Ambulance Comes", Texas multimedia series. Austin, Texas: The Agency, 1970.

PSYCHOLOGY OF ACCIDENT PREVENTION

In this course, students analyze the nature and scope of the accident problem and provide counter-measures.

Concepts:

- Philosophical concepts of safety
 - .. risk taking
 - .. safety as a value
- Epidemiology of accidents
- Psychosomatic causes of accidents
- Cognitive dissonance related to risk taking
- Behavior modification
 - .. modeling
 - .. fear tactics
 - .. values clarification

References:

- Block, J.R. "Attention Failure-A Test That Tells Who Is Accident-Prone," Psychology Today, June 1975, pp 84-85.
- Lykes, Norman Roberts. A Psychological Approach to Accidents. New York: Vantage Press, Inc., 1954.
- Recht, J.L. Systems Safety Analysis: A Modern Approach to Safety Problems. Chicago: National Safety Council, n.d.
- Shaw, Lynette, and Sichel, Herbert S. Accident Proneness. New York: Pergamon Press, 1971.

TRAFFIC LAW ENFORCEMENT

The purpose of this course is to describe and analyze the nature and function of traffic law enforcement as it applies to safe movement of highway users.

Concepts:

- Philosophical foundation of traffic law
- Implementation of traffic laws
- Traffic law application
- Traffic offences
- Licensing function
- Detection and control of offenders

References:

- National Committee on Uniform Traffic Laws and Ordinances. Uniform Vehicle Code and Model Traffic Ordinance. Washington, D.C.: The Committee, 1968.
- Texas Department of Public Safety. Texas Motor Vehicle Laws, 1979-80. Austin, Texas: The Department, 1980.

TRAFFIC AND HIGHWAY ENGINEERING PRINCIPLES

The purpose of this course is to present basic traffic engineering concepts applicable to driver and traffic safety education personnel.

Concepts:

- Definition of traffic and highway engineering
- Scope of traffic and highway engineering
- Traffic engineering and safety
- Traffic operations
- Control of motor vehicle movement

References:

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